

March 17, 2023

Via Electronic and First Class Mail

Mr. Randall Seely, Chief
Pennsylvania Department of Education
Division of Charter Schools
333 Market Street, 3rd Floor
Harrisburg, PA 17126-0333
RA-CharterSchools@pa.gov

Re: Revised and Resubmitted Charter School Application

Dear Mr. Seely:

Although the Board of Trustees (the “Board”) of Pennwood Cyber Charter School (“Pennwood” or the “School”) respectfully disagree with the Pennsylvania Department of Education’s (“PDE” or the “Department”) analysis of Pennwood’s initial application, revisions have been drafted to address the issues raised by the Department with respect to the initial application (the “Initial Application”). As this letter makes clear, the initial application along with the enclosed revisions (together with the “Revised Application”), fully complies with the requirements of the Charter School Law. It should therefore be approved by the Department.

Criterion 2. Pennwood’s Capability, in Terms of both Support and Planning, to Provide Comprehensive Learning Experiences to Students

In assessing this criterion, the Department sought to determine whether Pennwood could develop, implement, and sustain comprehensive learning experiences to students, and whether Pennwood’s Board would hold real and substantial authority over staff (Carbondale Area Sch. Dist. v. Fell Charter Sch., 829 A.2d 400 (Pa. Cmwlth. 2003); Sch. Dist. of York v. Lincoln-Edison Charter Sch., 798 A.2d 295 (Pa. Cmwlth. 2002); Brackbill v. Ron Brown Charter Sch., 777 A.2d 131 (Pa. Cmwlth. 2001); and West Chester Area Sch. Dist. v. Collegium Charter Sch., 760 A.2d 452 (Pa. Cmwlth. 2000), aff’d 812 A.2d 1172 (Pa. 2002)). The alleged deficiencies identified by the Department regarding this criterion are addressed below and with additional enclosed material as referenced.

A. Pennwood demonstrates necessary financial support and planning

Receipt of Federal Funds, Including Title and IDEA Funds

The Department concluded that Pennwood’s conscious decision to omit federal revenues,

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such as Title and IDEA funding, from its draft budget was evidence of failure to demonstrate financial support and planning. Pennwood’s Board, its counsel and Pearson Virtual Schools (“Pearson”) each have extensive knowledge of federal funding sources. As noted during the November 10, 2022 Charter Application Hearing (the “Hearing”), Pennwood made its determination to omit federal revenues from its draft budget simply because of its understanding that PDE had previously found fault with other applicants doing so.

By excluding such revenue from its initial budget, Pennwood demonstrates a greater capability to provide a comprehensive learning experience to students as it makes clear the School will be fiscally sound with or without reliance on federal funding sources. However, the Board understands the Department’s desire to see all forms of revenue and understands how the Board intends to spend all funds to benefit Pennwood students.

Pennwood’s federal funding expectations are set forth below:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Title I	\$411,982	\$686,637	\$1,029,956	\$1,419,050	\$1,876,808
IDEA		\$201,802	\$321,621	\$469,189	\$655,014

These assumptions are based upon the following criteria:

- Title I funding is budgeted at a rate of \$519 per student who qualifies for free or reduced - price meals, assumed to be 45% of the student population.
- IDEA funding is budgeted at a rate of \$429 per student receiving Special Education services, assumed to be 16% in the initial year with the population growing by 1% each year of the five-year charter term. IDEA funding is based on the prior year population, hence why the School does not expect to receive this funding in Year 1.
- Both rates demonstrated above are consistent with the rates of other Pearson supported schools (Commonwealth Connections Academy and REACH) in the state of Pennsylvania upon their inception.

For any Title I and IDEA funds the School receives, the School intends to use federal revenue to enhance the student program in the following potential areas:

- Title I
 - Additional Parent Engagement Opportunities
 - Summer School
 - Additional Professional Development
 - Additional Counseling Support, as needed
 - Additional Math Support, as needed
 - Family Support for Navigation of Online Offering, as needed

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- Support of Expanded Meal Offering
- Homeless Set-Aside

- IDEA
 - Support of Expanded Specialized Teacher Positions
 - Other Curriculum and/or Software Enhancements (Teachtown, SmartLearning, etc.) as the School sees fit

Additional Title Funds (Title IIa, III, and IV)

In their first 5 years, most cyber charter schools receive very little additional funding through these Title Funds. Below are the allocations awarded to REACH Cyber Charter school during their first five years.

Year	Title IIa	Title III	Title IV	Est. Total Awarded
1	\$0	\$0	\$0	\$0
2	\$27,000	\$0	\$0	\$27,000
3	\$72,000	\$0	\$10,000	\$82,000
4	\$103,000	\$1,200	\$44,000	\$148,200
5	\$123,000	\$2,500	\$67,000	\$192,500

Since the budgeted enrollment of Pennwood Cyber Charter will be slightly larger than the realized enrollment of REACH in the first five years, the chart below shows the estimated Title allocation Pennwood may receive.

Year	Title IIa	Title III	Title IV	Est. Total Awarded
1	\$0	\$0	\$0	\$0
2	\$39,150	\$0	\$0	\$39,150
3	\$75,000	\$0	\$14,800	\$89,800
4	\$110,600	\$1,896	\$69,520	\$182,016
5	\$125,000	\$3,008	\$77,720	\$205,728

Given the relatively small amount Pennwood will be eligible to receive and the limited allowable expenditures, these funds will be allocated based on demonstrated student need at the direction of the Board and in accordance with federal regulations at the time of award.

Per-Pupil Tuition Rates

During the Hearing, Pennwood representatives explained the School's conservative budgeting philosophy as it related to the establishment of both nonspecial education and special education tuition rates. To ensure financial viability, Pennwood set its Year 1 tuition rates at 95% of the 2021-2022 PDE 363 average rate throughout the Commonwealth. During the Hearing, Pennwood representatives explained the School's conservative budgeting philosophy as it

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related to the establishment of both nonspecial education and special education tuition rates. To ensure financial viability, Pennwood set its Year 1 tuition rates at 95% of the 2021-2022 PDE 363 average rate throughout the Commonwealth.

As Pennwood is charged with demonstrating “the capability...to provide comprehensive learning experiences...”, the five percent (5%) reduction from 2021-2022 levels in the Initial Application was intended to insulate the School from any number of scenarios including, but not limited to, a statewide reduction in education funding generally, a statewide reduction in charter school funding or a statewide reduction in cyber charter school funding specifically.

As an additional financial precaution, Pennwood built its budget based on the conservative assumption that two percent (2%) of its district billing would go uncollected. In order to duplicate the calculation of the base funding (also known as Nonspecial Education Funding per ADM), as well as the Special Education funding per ADM, billable student numbers were adjusted to 98% of ADM. The two percent (2%) allowance accounts for any settlements with districts below the amount billed by the School based on alleged issues such as residency and special education status. In the Table below, Funded Enrollment (FE) represents 98% of ADM. This is the assumption missing in the Departments Response labeled Table 1 Projected Per-Pupil Rates.

Here is a detailed example of how base funding is calculated in Year 1:

Nonspecial Education Funding - Year 1	
ADM Enrollment	1800
Conversion	98%
Funded Enrollment	1764
Less: Special Education Population; 16%	(282)
Less: ELL Population; 1%	(18)
Nonspecial Education Funded Enrollment	1,464
21/22 PDE 363 Average Rate	\$ 13,347
5% Reduction	\$ (667)
Year 1 Rate	\$ 12,679
Nonspecial Education Funded Enrollment	1,464
Year 1 Rate	\$ 12,679
Year 1 Nonspecial Education Funding	\$ 18,563,862

The same basis of calculation can be used to support Special Education Funding. In years 2-5, the rates increased by a conservative 0.25% annually.

Enrollment Projections

The Department further questioned whether Pennwood’s enrollment projections were too aggressive. During the application process, enrollment projections must be based on the

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School's best estimates derived from national and state online learning trends, actual enrollment data of other cyber charter schools, and the unique badging and wrap around student support model the Board is proposing. Fortunately, the Board was able to rely on Pearson's extensive experience in adopting these projections. Pearson had proven successful in growing the enrollment of both Commonwealth Charter Academy and REACH Cyber Charter School during the time in which it managed those schools.

While the Department appropriately noted significant increases in enrollment throughout the cyber charter school sector at the height of the COVID-19 pandemic, Pennwood was careful not to factor those years in its calculations. By way of example, Commonwealth Charter Academy opened in 2004-2005 with an enrollment of 626 students and by 2008-2009, long before the pandemic and the increase in awareness of online full-time models, their enrollment increased to 2,736 students (337% increase). In its first four years of operation, from 2016-2017 through 2019-2020, Reach Cyber Charter School experienced a 375% growth in enrollment. As noted above, there was a significant spike in enrollment during the height of the pandemic (2020-2021); however, those figures were not considered in Pennwood's analysis as noted below.

School Name	Year 1	Year 4	Year 5	% Increase through Year 5 (unless otherwise noted)
Reach Cyber Charter School	714	3393	8,138	375%*
Commonwealth Charter Academy	626		2,736	337%
Pennwood (estimate)	1,800		8,200	355%

**Year 4 for Reach was used in order to remove the Pandemic anomaly in Year 5. The percent increase from Year 1 to Year 5 is 1,039%.*

Additionally, discussions with families around the state have indicated considerable interest in Pearson's relationship with Drexel University and the career-focus of Pennwood. This provides a level of differentiation in the Pennsylvania cyber school market which the Board believes will help attract a broader array of students.

As it is the Department's responsibility to determine whether or not the applicant "...is capable...to provide comprehensive learning experiences to students," it is important to note that more than 91% of Pennwood's budget is based on variable expenses that are incurred in ratio to enrollments. Therefore, if the School is not able to achieve the projected enrollment, the consequence to the School is minimized and, combined with its other conservative budgeting strategies, will not impede its ability to provide comprehensive learning experiences to Pennwood students.

Personnel Estimates and Staffing Ratios

The Department expressed concern about inconsistencies in staffing ratios between the information the School provided in the Initial Application and that which was provided at the Hearing. In review of the Hearing transcript, Pennwood believes the conversation relating to this matter may have been transcribed incorrectly. Specifically, in response to the Department’s question about ratios for special education and EL teachers, Mindy Whisman stated the ratio was 18:1; however, Ms. Whisman’s response was reported as 2:1. We are confident if the PDE were to review the recorded video of the Hearing, the 18:1 statement would be affirmed.

The chart provided in the section “Management Organization of the School” in the Initial Application provides the projected number of students and staff for each position. This is a blended average that can be better captured using the chart below, which details Pennwood’s approved ratios by instructional position. Pennwood believes the information provided in the Initial Application, at the Hearing, and below are consistent.

Instructional Staff	Ratios
Elementary Teachers (K-5)	35
Secondary Teachers (6-12)	30
EL Teachers	18
Special Ed Teachers	18
Social Worker	600
Counselor	400
Advisory Teacher	150

Further, the Department alleged Pennwood failed to include detailed salary assumptions by position. Based on the denial letter, it seems the PDE attempted to calculate a starting salary based on the budget, but they were unable to back into a figure.

The table below provides the base compensation for each position demonstrated over the 5 years. Note: this table does not include fringe or taxes.

Position	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Year 1 Base Salary	Year 1 Instr Salary	Year 2 Instr Salary	Year 3 Instr Salary	Year 4 Instr Salary	Year 5 Instr Salary
Merit - returning staff only								5%	5%	5%	5%
Elementary (K-5) Teachers	14	23	38	56	78	\$ 64,233	\$ 899,262	\$ 1,521,672	\$ 2,640,284	\$ 4,099,871	\$ 6,007,331
Secondary (6-12) Teachers	44	73	106	141	182	\$ 66,001	\$ 2,904,044	\$ 4,963,744	\$ 7,601,540	\$ 10,648,262	\$ 14,447,009
Special Education Teachers	16	28	45	65	91	\$ 66,784	\$ 1,068,544	\$ 1,924,043	\$ 3,255,796	\$ 4,953,913	\$ 7,289,471
English Learner Teachers	1	2	3	3	5	\$ 66,784	\$ 66,784	\$ 140,247	\$ 217,504	\$ 231,932	\$ 398,376
Social Workers	3	5	8	10	14	\$ 66,801	\$ 200,403	\$ 344,137	\$ 579,033	\$ 766,176	\$ 1,121,746
Counselors	5	8	11	16	21	\$ 65,272	\$ 326,360	\$ 538,433	\$ 781,435	\$ 1,191,145	\$ 1,647,344
Advisory Teachers	9	15	21	28	36	\$ 64,106	\$ 576,954	\$ 989,966	\$ 1,463,911	\$ 2,052,948	\$ 2,775,141
Total Instructional Staff	92	154	232	319	427		\$ 6,042,351	\$ 10,422,243	\$ 16,539,503	\$ 23,944,248	\$ 33,686,418
Average Salary							\$ 65,678	\$ 67,677	\$ 71,291	\$ 75,060	\$ 78,891

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In reviewing the assumptions made by PDE in their re-calculation, it appears the Department may have omitted EL teachers from the calculation of Special Education Teachers in object 1200. Refer to “Table 5. Calculated Average Salary, Pennwood Special Education Teachers,” below. Here, PDE calculated the salary using 16 positions, when they should have calculated based on 17 positions.

Table 5. Calculated Average Salary, Pennwood Special Education Teachers

	2023-24	2024-25	2025-26	2026-27	2027-28
Budgeted Expenditures	\$1,135,325	\$2,064,284	\$3,473,290	\$5,185,831	\$7,687,825
Positions	16	28	45	65	91
Calculated Average Salary	\$70,958	\$73,724	\$77,184	\$79,782	\$84,482
% Increase in Average Salary		3.9%	4.7%	3.4%	5.9%

Also, PDE assumed that all teachers would be given the merit increase of 5%. However, only returning staff would be eligible for a merit increase, new staff would be hired at the entry rate. Additionally, the 5% increase represents an average increase, based on merit. Therefore, some teachers will receive more than 5%, and some may receive less.

Using the PDE’s format, the below is a truer depiction as it relates to compensation in object 1200 code 100, which includes both Special Education and EL Teacher salaries:

	2023-24	2024-25	2025-26	2026-27	2027-28
Budgeted Expenditures	\$ 1,135,325	\$ 2,064,284	\$ 3,473,029	\$ 5,185,831	\$ 7,687,825
Positions	17	30	48	68	96
Calculated Average Salary	\$ 66,784	\$ 68,809	\$ 72,355	\$ 76,262	\$ 80,082
Returning FTE Salary		\$ 70,123	\$ 73,629	\$ 77,311	\$ 81,176
Returning FTE		17	30	48	68
Total Returning Salary		\$ 1,192,091	\$ 2,208,875	\$ 3,710,909	\$ 5,519,978
% Increase in Returning Teacher Salary		5.0%	5.1%	5.1%	5.1%
Base Adjustment for New Staff		\$ (3,031)	\$ (3,398)	\$ (3,565)	\$ (3,753)
New FTE Salary		\$ 67,092	\$ 70,231	\$ 73,746	\$ 77,423
New FTE		13	18	20	28
Total New Salary		\$ 872,191	\$ 1,264,154	\$ 1,474,917	\$ 2,167,848
Total Special Education Salary	\$ 1,135,325	\$ 2,064,282	\$ 3,473,029	\$ 5,185,826	\$ 7,687,826

Drexel University’s Goodwin Program

The Department states in the Denial that “as the fees and terms are not yet established with Drexel, ...it is impossible to assess whether the full cost of this program will be incorporated into the fee schedule between Pearson and Pennwood.” The Statement of Agreement (the “Management Agreement”) (Appendix N) and the Fee Schedule (Appendix P) of the Initial

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Application provide the complete costs of Pearson services to Pennwood. As noted at the Hearing and acknowledged in the Denial, costs associated with Drexel University's Goodwin Program (the "Drexel Program") "are already included as part of the curriculum and instructional support line item of the Pearson fee schedule and there would not be any additional costs for Pennwood for implementing the program."

To include additional fees for the Drexel Program would conflict with the terms of the Management Agreement between Pennwood and Pearson. Cost burden is further reiterated in the MOU with Drexel University (Appendix W) where it is evident Pearson will provide the Drexel modules as part of its offering to Pennwood. The MOU is between Pearson and Drexel and therefore, as outlined expressly in the narrative as well as the Management Agreement, there are no additional fees to Pennwood.

Pearson expands and improves upon their educational offerings annually. These ongoing changes do not result in higher fees. Rather, Pearson assumes the responsibility of being innovative in their curriculum and offerings and plans for these regular program improvements as a standard business practice with the schools they serve.

Through the Board's Application Resubmission, and in conjunction with the Initial Application, Pennwood has demonstrated necessary financial planning.

B. Pennwood demonstrates proper planning regarding - or sufficient independence from - its educational service provider.

Start-up Grant and Financial Support

In its Denial, the Department expressed concern with the \$350,000 start-up grant provided by Pearson to Pennwood stating that it was "higher than the total projected expenditures for Pennwood" and that there are "no expenditures for Pearson included in the projected start-up year." The Denial further notes that "Pennwood will provide public information and enrollment services for months before submitting a request for payment."

Responding to this critique is difficult as some assumptions must be made. First, Pennwood believes the Department may have erred in its assertion that there are "no expenditures for Pearson included in the projected start-up year," meaning instead to state that there are no payments made to Pearson in the projected start-up year.

The latter is correct. As stated in the Hearing, and reiterated here, Pearson will not bill Pennwood for services incurred prior to the School being open and able to bill for tuition. The School requires funding for several months prior to the start of the school year. To obtain such funding, Pennwood must take a loan or be afforded a grant. Pearson would rather award the School an up-front, non-repayable grant than to see the School repay a loan that would include interest payments. The School is obviously better suited investing in their students than paying back principal and interest on a startup loan. Because the grant does not warrant repayment, there is no financial dependence on the education services company.

Also, the statement that “Pennwood will provide public information and enrollment services... before submitting a request,” may also be an error in the Department’s review. In fact, it was stated in the Initial Application and at the Hearing, that Pearson would provide public information and enrollment services prior to the school opening. Pearson will bill for these services over the course of the subsequent school year, in accordance with the Statement of Agreement, and once the School is open and able to receive tuition payments.

While somewhat unclear, it appears the Department’s concern is that Pennwood will struggle with financial solvency in its first year. The startup grant, as well as its agreement with Pearson to hold billing until the School can receive tuition payments are simply two measures in addition to others that the School has taken to ensure its short- and long-term financial solvency.

As the School has proven in this Revised Application, it will begin and remain financially solvent. Using a very conservative approach to budgeting revenue, the School will end each year in a positive financial position. That said, while there is no expectation that Pennwood would need to rely on any credit or discount from Pearson, that safeguard has been negotiated as part of the parties’ Management Agreement (Appendix N). Such safeguard in no way limits the School’s financial independence from Pearson given (1) reliance on any such credit or discount is not contemplated and (2) even if Pearson ever were to issue such a credit or discount, Pennwood would have no corresponding repayment obligation.

Operational Independence from Pearson

The Department alleges in its Denial that “it is not clear from the application whether Pennwood demonstrates sufficient independence from Pearson regarding operational arrangements.” Specifically, the Denial alleges certain provisions of the Management Agreement impede upon the Board’s real and substantial authority, including:

- Throughout the term, Pennwood shall consult Pearson to determine such matters as composition of school staff and respective job responsibilities, impact on the budget, and school staff job performance related matters such as job descriptions and performance evaluations (Application, Appendix N, p. 165).
- Pearson shall have the right to request in writing that Pennwood replace any member of the school staff if Pearson determines job performance does not meet the Pennsylvania Educator Code of Conduct. If Pennwood does not adhere to Pearson’s request, Pennwood must create a school staff Improvement Plan within 30 days, which will be developed in consultation with Pearson (Application, Appendix N, p. 165)
- CEO and assigned School Success Partner, Academic Success Partner, and Solutions Partner (all from Pearson) will participate in performance

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management meetings, including goal setting for CEO, CEO performance level with improvement suggestions, and formalized performance review sessions (Application, Appendix N, p. 170).

While the Pennwood Board values the strong relationship between the School and Pearson, members of the Board of Trustees will always have the final decision on how the school progresses regarding hiring, firing, operational responsibilities, etc. However, the Board has chosen to work with Pearson, an educational provider with more than 20 years of experience, to serve as a resource and consultant in those decisions.

The Pennwood Board represents a group of highly educated, motivated and successful educators and professionals, but much like the Board intends to hire a school leader with expertise in managing a cyber charter school, the Board will look to experts for guidance as it establishes an amazing opportunity for Pennsylvania's students.

The Board will not take any of its decisions lightly and the Board will not delegate any of its responsibilities. Rather, the Board will seek counsel from professional individuals and organizations with experience in online education.

Independence in Public Information Campaign

In its Denial, the PDE cited additional concerns regarding alleged limitation on the Board's authority regarding outreach, communications and strategic planning of its own message. As stated in the Denial, alleged issues include:

- Pennwood "delegates responsibility for the Public Information Campaign (PIC) to Pearson and shall not undertake any independent PIC or other marketing activities without the express written consent of Pearson and then only under the terms Pearson establishes for any such independent PIC or other marketing activities (Application, Appendix N, p.172).
- "Pearson will not implement Public Information Campaign (PIC) initiatives promoted by [Pennwood] that Pearson determines may have a negative impact on brand identity and/or reputation in the marketplace, including in connection with the School" (Appendix N, p.171).
- If more than one Pearson-supported school is open in the state, aspects of the Public Information Campaign will be designed to benefit all Schools in the state, including distributing leads to all schools "with the goal of maintaining enrollment parity among all schools" (Appendix N, p. 172).
- If the agreement terminates on June 30, 2028, Pennwood will be

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solely responsible for marketing and enrollment services, but may not provide services “in a manner that is disparaging of Pearson” (Appendix N, p. 172).

Here again, Pennwood sees partnership with Pearson as a benefit that will provide cost-savings to the School. Perhaps one of the most contentious issues regarding school choice involves money spent on advertising. One of the reasons the Board chose to work closely with an educational service provider is to reduce the costs associated with outreach, without compromising the School’s ability to reach enrollment targets.

Marketing has undergone significant changes in the last 10 years due to technological advancements and the shift of the marketplace to the online world. The effective navigation of a brand’s digital presence in today’s online environment requires the expertise of seasoned marketing professionals who can leverage customer insights and data analytics to deliver targeted, personalized, and impactful school messaging and content across multiple devices and channels.

Pennwood will collaborate with Pearson representatives to showcase the unique qualities and benefits of the School through its digital resources and online presence. With Pearson’s guidance and review of online content, Pennwood can enhance its content’s visibility and performance on various online platforms, while also adhering to the regulations of online speech and communication laws.

By collaborating with Pearson, Pennwood will enjoy the advantages of buying advertising at scale, which reduces costs and increases visibility for the School to showcase the unique model Pennwood is proposing. Pearson’s buying power and expertise also results in value-add services and placements. This partnership frees Pennwood from the time-consuming and complex tasks of negotiating media placements, adhering to online algorithms, and ensuring legal compliance, allowing the School to focus on their core mission of promoting academic excellence and educational outcomes.

The PDE also stated their concern with language included in the Management Agreement (Appendix N) regarding the distribution of enrollment leads should more than one Pearson-supported school exist in the same state. The Board has been assured that Pearson will not work with another school board in Pennsylvania unless there is significant need and demand for additional cyber charter school offerings in Pennsylvania or a new unique model. The Management Agreement clearly outlines Pearson’s responsibilities to assist the Board in meeting its enrollment targets and we will hold them to that standard.

Evaluation of Service Provider

Finally, the Department contends the Initial Application limits the ability of Pennwood to evaluate Pearson while further finding fault with Pennwood’s evaluation process. Though the Management Agreement as initially proposed included unprecedented language relating to the charter school’s ability to both evaluate and hold accountable its management partner,

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and there is no legal requirement to evaluate an education service provider, the Board is committed to doing so.

To ensure Pennwood students are provided a high-quality educational program, at a minimum, the following metrics will be used to evaluate Pearson and their services:

- Continued academic growth by grade level and subject using formative assessment data;
- Reliability of technology as measured using the annual parent and teacher satisfaction surveys;
- Successful participation in assisting the School to meet the academic and non-academic goals defined in the charter application;
- Overall feedback on the accessibility of curriculum as measured by parent, student and teacher satisfaction surveys and feedback;
- Timely response to Board members and the CEO;
- Continued innovation of curriculum and delivery methods;
- Successful and timely enrollment progression from applicant to enrolled student;
- Accurate district billing; and,
- Accurate and timely data submissions to PDE via PIMS.

While the initial application states that the performance review cannot be conducted earlier than the end of Year 3, the Board will monitor and begin collecting baseline data on the metrics above beginning in Year 1.

Criterion 3: PDE has alleged there is no compelling evidence that Pennwood’s proposed programs will enable students to Meet Academic Standards under 22 Pa. Code Ch 4 (relating to academic standards and assessment).

A. The Department alleges the Initial Application included standards-aligned core curricula but failed to include standards-aligned elective curricula.

Standards Aligned Elective Curricula

In its Denial the PDE states “while Pennwood provided the alignment of core courses, standards-aligned curricula for Arts, Health and Physical Education, and Family and Consumer Sciences are not included in the application.” Time and time again, the State Charter School Appeal Board (the “CAB”) has endorsed curriculum with far less detail than that provided by Pennwood. Specifically, curriculum maps for each course have never been a requirement of the CAB. Despite this fact, and in a spirit of partnership with the Department, enclosed as Attachment A please find standards-aligned curricula for Arts, Health and Physical Education, and Family and Consumer Sciences that serves to supplement Appendix A of the Initial Application. Please note that Pennsylvania standards in Family and Consumer Sciences are included in several required courses at the high school level.

Through this Revised and Resubmitted Application and in conjunction with the Initial Application, Pennwood has included all necessary standard-aligned curricula.

B. The Department alleges the Initial Application outlines practices that are inadequate to meet the needs of vulnerable student populations.

English Language Learners' (EL) Curriculum

In its Denial, the Department concluded Pennwood's curriculum proposed for English Language (EL) Development only covered ages 5-14. Prior to application submission, the Board reviewed the curriculum at issue and ultimately determined it could meet the needs of Pennsylvania students and that age-level restrictions are a mischaracterization of the program.

However, in an effort to demonstrate the Board's willingness to partner with the PDE and ensure students are provided with the highest-quality curriculum in all circumstances, the Board has selected a supplemental product that will serve those students who are not served by the Pearson products, New Cornerstone and New Keystone. Pearson will cover the costs of the supplemental program as part of its current fee schedule so there will be no additional fee or budget impact to Pennwood.

Pennwood selected NorthStar Reading and Writing, Fifth Edition and NorthStar Listening and Speaking, Fifth Edition as the identified EL curriculum for secondary students ages 15-21. NorthStar Reading, Writing, Listening and Speaking programs were chosen based on several factors, including alignment to Pearson's Global Scale of English and numerous digital, interactive opportunities for students to practice reading, writing, listening and speaking skills.

The NorthStar curriculum gives EL teachers the tools to develop instruction aligned with Pennsylvania English Language Development Standards (ELDS). NorthStar curriculum provides engaging themes and content, learning outcomes to assist students with self-monitoring, highlighted academic vocabulary, explicit language-skills development in a variety of contexts, note-taking skill development based on the Cornell Method, and scaffolded lessons designed to increase critical thinking skills. Furthermore, NorthStar allows teachers to customize and individualize each student's experience and instruction based on assessment data and student progress in the program.

Mondly will be utilized as an additional tool to support EL students with acquiring English language. Mondly is a digital, gamified language learning application that can be used at any time on any device. Mondly is based on the inductive method: learn by doing, context and example, and extrapolate to rules. Unlike deductive learning, where learners are given a set of rules they will need to apply, inductive learning is a discovery process where students discover rules by themselves by looking at examples.

Students will benefit from the interactive, engaging and self-paced language acquisition lessons presented through Mondly to help them learn and practice English at their own pace.

Mondly provides students an opportunity to acquire language by focusing on phrases, not individual words, offers an opportunity for students to listen to language spoken by native speakers and practice real conversations within the application, and presents lesson repetition to help promote fast language learning. Mondly also gives students the chance to test linguistic skills by practicing real-life conversations in the target language via Chatbot: students can have conversations with the chatbot, receiving instant feedback on their pronunciation.

As reiterated above, the additional curricular products will not impact the fee schedule or change the Pennwood budget. Instead, Pearson will provide the School with resources necessary to meet the contractual obligations between Pearson and the Board.

Additional information regarding NorthStar Reading and Writing, Fifth Edition, NorthStar Listening and Speaking, Fifth Edition and Mondly is enclosed as Attachment B and serves to supplement Appendix D of the Initial Application.

Through this Revised and Resubmitted Application, and in conjunction with the Initial Application, Pennwood has met the needs of all vulnerable student populations.

C. The Department alleges the Initial Application fails to adequately outline required professional development plans.

In its Denial, the Department alleges that Pennwood did not “adequately outline required staffing and professional development plans to analyze state assessment data and ways to improve instructional strategies based on the data.” Note that the CAB has previously held and regularly affirms that “the Charter School Law does not require that the development plan for teachers describe in minute detail professional development plans for all teachers (In re: Appeal of Phoenix Academy Charter School, CAB 1999-10; see also In re: Propel Charter School McKeesport, CAB 2004-1; but that a more general program of training satisfies the statutory requirement.” In re: Howard Gardner Multiple Intelligence Charter School, CAB 2011-4 at 10.

However, in Appendix U of the Initial Application, Pennwood provides a list of all currently anticipated professional development opportunities that new staff (in the first year this will be all staff) as well as ongoing professional development that all staff will take part in each year.

Among those provided, the following will require use of state assessment data analysis. The chart below directly explains how data will be incorporated into these opportunities:

Date	Topic and Description
August 2023	Power BI® for Beginners: How do staff login and access Power BI? How do staff locate reports within Power BI? How do users navigate Power BI? How do users export the data? Session Length: 60 Minutes Targeted Audience: All School Roles

	<p><u>Power BI: Enrolled Student Snapshot:</u> Learn how to more efficiently determine which students need your attention using the new Enrolled Student Snapshot report. Session Length: 60 Minutes Targeted Audience: All Educator Roles</p> <p><i>In these two sessions, teachers will learn how to access and analyze student data. This information will be used to determine how to structure lessons for the class and for the individual students to ensure they are meeting expectations for the grade and subject.</i></p>
<p>September 2023</p>	<p><u>School Year Cycle – Escalation:</u> In this session, you’ll learn how to determine when a student’s metrics indicate they are approaching alarm. You will learn which metrics to analyze, how to monitor and how to intervene when necessary, and follow-up with Approaching Alarm and Alarm issues.</p> <p>Session Length: 60 Minutes Targeted Audience: All Educator Roles, including Teacher Managers and Leadership Teams</p> <p><i>In this session, teachers and administrators will be reviewing current academic data including, level of participation and attendance, as well as performance on assessment which are aligned to PA state standards. Teachers and administrators will use this information to provide individualized interventions and supports.</i></p>
<p>October 2023</p>	<p><u>Best Practices for Creating Custom Assessments:</u> In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment.</p> <p>Session Length: 60 Minutes Targeted Audience: Teachers</p> <p><i>Again, based on the current progress of students, both on previous state assessment, Renaissance 360 formative assessments and the results of projects and assessments within the course, teachers will learn which students should have custom assessments and how to customize.</i></p>

<p>November 2023</p>	<p><u>School Year Cycle – Ensuring Students Finish the Semester Successfully:</u> This session will focus on how to monitor your students’ academic progress, how to use the School Year Cycle Calendar in Power BI to locate key end dates and discuss with families throughout the semester.</p> <p>Session Length: 60 Minutes Targeted Audience: Teachers, Teacher Managers and Administrative roles.</p> <p><i>In this session, teachers will access all data within the PowerBI system to review student progress and provide individualized interventions to help facilitate a successful completion of the first semester.</i></p>
<p>February 2024**</p>	<p><u>Best Practices for Creating Custom Assessments:</u> In the first part of this two-part series, participants will learn more about what Depth of Knowledge is and how it can be beneficial in the creation of custom assessments! The second and final part of this two-part series will focus on best practices for writing and inserting a custom assessment.</p> <p>Session Length: 60 Minutes Targeted Audience: Teachers</p> <p><i>Again, based on the current progress of students, both on previous state assessment, Renaissance 360 formative assessments and the results of projects and assessments within the course, teachers will learn which students should have custom assessments and how to customize.</i></p>
<p>March 2024**</p>	<p>School Year Cycle – Monitoring Plans for Next Year: In this session, we will identify key dates, roles, and responsibilities in the Monitor Plans for Next Year (ITR) process, familiarize ourselves with a family’s options and tasks to Prepare for Next Year, support families in completing their decisions and submitting required documentation and complete all required teacher tasks.</p> <p>Session Length: 60 Minutes Targeted Audience: Teachers</p> <p>Perhaps one of the most exciting times of the year, during this training, teachers will learn how to assist a student as they prepare for moving on. Again, using the data available in PowerBI to analyze student performance on state assessment,</p>

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	Renaissance 360 formative assessments and classroom performance, teachers will work with students to build their plans for the upcoming school year.
April 2024**	<p>Withdrawal Tasks Communities of Practice: This will be a time for collaboration among school withdrawal representatives, school leaders, and your support team. Some of the topics that can be discussed are helpful reports, changes that affect withdrawal processes, document updates, and withdrawal feedback that will assist the school in better serving families.</p> <p>Session Length: 60 Minutes Targeted Audience: School Administration Teams, Registrars and Counselors</p> <p><i>During this training, the School Administrators, Registrars and Counselors will carefully analyze the aggregate data of students who have left Pennwood Academy throughout the school year. Feedback from parents and students about how the school met their academic expectations in relation to student performance will be reviewed in order to implement program changes for future years.</i></p>

** The spring 2024 Professional Learning and Training schedule has not been finalized. The above listings are tentatively scheduled for the months listed and are subject to change.

With the above list of professional development opportunities, teachers and administrators will be given a thorough understanding of how student assessment data can be used to support student success in a cyber environment.

Armed with this understanding, teachers will participate in monthly Professional Learning Communities (PLC) meetings as described in Section I.4 School Accountability, of the Initial Application. In these meetings, teachers will review the progress of students using prior state assessment data and performance on state-aligned assessments offered in the course. During PLCs, teachers will work together across grade levels and subject areas to identify areas of needed improvement in the curriculum and the pedagogy. These decisions will be based on student performance and assessments of needs.

Further, in Section I.4 of the Initial Application, the Board explains the School will conduct Monthly School Data Training sessions to process data, review student outcomes and lessons learned from improvement initiatives.

While student results on the Pennsylvania System of School Assessments (PSSA) are important to the School, teachers and administrators will weigh student performance on those assessments along with performance on more regularly available aligned assessments such as the Classroom

Diagnostic Tools (CDTs), Renaissance 360, and classroom lesson assessments.

Research and Best Practices of Professional Development Plan

The Department further alleges that the Initial Application failed to show “how [Pennwood’s] professional development plan is based on research or best practices.” Within Section V.3 Human Resource Information, of the Initial Application, the Board provided information about Pearson’s professional learning model. The model that will be made available to Pennwood staff and administrators has won a Tech and Learning Award of Excellence, which recognizes the best educational application or service designed to support PK-12 or postsecondary education institution in the professional development of faculty and administrative staff.

The model was also awarded a Silver Award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). This award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content delivery, integration of technology, presentation, and impact on participant learning.

As noted in the Initial Application, Pennwood further commits to use the National Standards for Quality Online Teaching and the Pearson Core Standards for Facilitating Student Learning as guides as they pinpoint the unique needs of Pennwood students. Many of these details are not available until baseline student data is available. At that time, the Board, in consultation with the CEO, will seek additional professional development opportunities to meet the needs of the School’s specific group of teachers and learners.

Through this Revised and Resubmitted Application, and in conjunction with the Initial Application, Pennwood has outlined all required professional development activities.

Criterion 4: Pennwood's Compliance with Requirements of Section 1747-A of the Charter School Law.

In response to the Department’s reflections documented in Table 6 of the Denial: Summary of Missing and Deficient Application Elements, Pennwood notes the following:

1. Parent Board Member

The Denial states that while the application provides the method for adding members, it doesn’t specifically state how parent board members would be added.

The Governance section of the Initial Application states that Pennwood’s founding board included three references to the addition of a parent to the Board. Also, in that same section of the application, it is noted:

Vacancies on the Board will be filled by a majority vote of the remaining members of the Board, or by a sole remaining Trustee, and each person so elected will serve for the

balance of the unexpired term. Trustees will be divided into three classes, each class consisting of, as nearly as possible, an equal number of members. The members of the first class will hold office for an initial term of one year; the members of the second class for an initial term of two years; and the members of the third class for an initial term of three years. At the close of each annual meeting, the successors to the class of members whose terms expire that year will commence to hold office for a term of three years or until their successors have been identified. In the event of an increase in the number of Board members, the remaining members will assign the newly created position to the appropriate class or classes so that the three classes continue to consist of, as nearly as possible, an equal number of members.

Regarding adding a parent board member, the founding Board members included the following in the Initial Application:

The Board strongly believes in having a parent voice and perspective consistently considered and intends to ensure that parent voices are represented, including potentially serving as a board member. The parent position could be a parent or guardian of a student currently enrolled, formerly enrolled, or intending to enroll. Parent board members benefit from intensive Board training geared toward making them optimally effective representatives of parent interests. Parent board members will be encouraged to seek officer positions and may be appointed to provide close review/feedback on key documents such as the School Handbook, Parent/Learning Coach Agreements, and other materials for parents before full Board action.

The lack of a parent representative on the Board will be treated as a vacancy and will follow the process outlined in the original application and above. During its first academic year, Pennwood will seek a parent representative by reaching out to the Pennwood community and encouraging parents and guardians to indicate their interest in serving on the Board during the first semester.

2. Complete Curriculum

Within Table 6, the PDE states that a complete curriculum was not provided. Pennwood addresses this allegation above.

3. Adequately describe who is responsible for accounting and finance functions.

Within Table 6, the PDE asserts that while the provisions for auditing the School are provided...the application does not adequately describe who is responsible for accounting and finance functions.

The Board outlines the finance function responsibilities within the Management Agreement (Appendix N). It is clearly outlined the School is responsible for the collection of funds, pricing and payments terms as described in Schedule 10.

Pearson will serve in various functions at the Board's discretion. Tasks include but are not limited to: operating as a payment processing agent, recording daily transactions, forecasting based on school trends, etc. All finance functions will be under the Board's oversight. The Board Treasurer will review all records monthly and the Board, in its entirety, will review their overall financial position at routine Board meetings.

In conclusion, the day-to-day operations will be recorded by Pearson for the Board's approval.

4. Professional Development Plan

The PDE alleges the application does not demonstrate an understanding of 22 Pa. Code 19, Act. 48, Section 2, 24 P.S. § 1205.1(b) and Title 22, Chapter 49.17.

In Section V.3 of the Initial Application, Pennwood outlines its plan to submit its Teacher Induction plan for state approval prior to August 1, 2024. Given that all teachers will be new to Pennwood, and some may be new to online instruction, the Board used the term Teacher Induction Council to include both induction and ongoing professional development.

The work of the School's Induction/Professional Development Committee and the report submitted to the state prior to August of 2024 will include all components as outlined in 22 Pa. Code, Section 49.17. This plan will be updated and provided to the Department for review every three years. Additionally, once the School's website is formally established upon charter approval and staff members are hired, the work of this committee will be made available on the School's publicly accessible website for a minimum of 28 days prior to submission.

Key to the success of any professional development plan will be the analysis of teacher and student needs. Therefore, within their first year of planning, the Induction/Professional Development Committee will be charged with reviewing and assessing the needs of teachers as identified during early professional development opportunities and PLCs.

5. Extracurricular Agreements

The PDE alleges the Initial Application to be deficient because no plan or agreement allowing for students to participate in extracurricular activities with the local school district was included in the application. The Board asserts and the CAB has affirmed the application requirement identified in Section 1719-A(14) is that the applicant include "whether any agreements have been entered into or plans developed with the local school district..." Section 1719-A(14) does not state these agreements are a requirement for a cyber charter school.

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To suggest that an agreement with the local school district be a requirement for a cyber charter school application is premature. In good faith, Pennwood sent a letter and email to the Central York Superintendent welcoming further discussions regarding extracurricular activities. It would be unproductive for the sake of the application cycle, to obtain an agreement with all 500 districts in order to present a complete application. Here, the Board believes suggesting all school districts (or even any one school district) must sign off on an extracurricular activity agreement in order for a cyber charter application to be valid, is contradictory to the intent of the Charter School Law and the need for school choice.

The Pennwood Board is committed to working with local school districts to ensure a vast array of extracurricular activities are available to all Pennwood students regardless of residency. Once the School is established, the Board will seek to work cooperatively with school districts regarding extracurricular activities and other matters.

6. Chapter 4 Curriculum Requirements

Within Table 6, the PDE states that a complete curriculum was not provided. Pennwood addresses this allegation above.

The CSL sets forth application requirements that pertain to all charter school applicants (section 1719-A) and additional requirements for aspiring cyber charter schools (section 1747-A). Through this Revised and Resubmitted Application, and in conjunction with the Initial Application, Pennwood has met all requirements in both sections of the statute.

Criterion 5: Pennwood as a model for other public schools.

The Department has alleged that Pennwood fails to serve as a model for other public schools and identified the following reasons for that assertion:

1. As of the Fall of 2022, all 14 of Pennsylvania's cyber charter schools have been designated as being in Comprehensive Support and Improvement (CSI) designation and all of Pennsylvania's cyber charter schools are performing in the lowest 5% of school districts.

Respectfully, the Board believes this is an unfair categorization without an in-depth analysis of the multitude of reasons other cyber charter schools in Pennsylvania may not have met their identified metrics. Pennwood's application is to be evaluated on its own merits rather than by the performance of other cyber charter schools.

Pennwood offers a unique model. It sets it apart from other current offerings. Pennwood provides students with an additional three weeks of instructional time. This time will be used to provide remediation and test preparation prior to the scheduled PSSA and Keystone exams in the spring. High school students who are credit-deficient (out of cohort) will be given an opportunity to begin working on credit recovery courses that will remain available during the summer months for completion. And, all students will participate in a learning experience dedicated to the Pennsylvania Career Education and Work Standards. High school students will

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be encouraged to participate in a badging program in partnership with Drexel University's Goodwin College that will provide students with direct access to post-secondary concepts and instruction.

The Department's statement implies that cyber charter education in general is not academically beneficial or rather, cannot be a model for other public schools. The Board respectfully asserts that a decision of this magnitude would require legislative action and is beyond the scope of the evaluation process delegated to the Department.

2. Pennwood fails to list specific goals and instead posited an aspirational goal of proficiency rates equal to the state average.

The Board believed that identifying a goal of reaching the state's proficiency rates was statistically achievable since the enrollment of Pennwood intends to mirror the state's demographics and academic abilities. Additionally, the Board felt creating a goal that aligned to the statewide average was the most efficient way to ensure that the proficiency rate would increase annually, as the state's should increase annually as well.

Recognizing that the PDE felt this method of goal setting may be too ambiguous, the Board has separated the goals to provide more specificity.

Exam	Proficiency Target	Long Term Goal (2030)
PSSA/PASA ELA	55%	81.1%
PSSA/PASA Math	34%	71.8%
PSSA/PASA Science	62%	TBD
Literature Keystone	65%	81.1%
Algebra I Keystone	64%	71.8%
Biology Keystone	42%	TBD

As Pennwood reaches its goals, the target will increase by 2 percentage points and will increase until the School reaches the state's long-term goals (81.1% in ELA; 71.8% in Math) which include both PSSA/PASA and Keystone Exams. The state is currently determining the long-term Science goals. Once these are established, Pennwood will adhere to those as well.

As stated throughout the Initial Application and here, the Board is unable to identify specific targeted growth metrics without analyzing baseline data. Should Pennwood assessment data not meet the initial proficiency targets outlined above, the School will set a growth goal for the next year of increasing proficiency rates by at least 2 percentage points.

3. PDE alleges the 4-year graduation rate of 85% is too low, specifically that it is 1.7% lower than the statewide rate.

The Department cites in its Denial that Pennwood "plans for 15% of Pennwood students not to graduate on time." It is in fact the intent of the Board to ensure that all students are given access

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to a Free and Appropriate Public Education until they are 21 should that be in the best interest of the student.

In determining the original 4-year graduation rate, the Board reviewed the data of other cyber charter schools in Pennsylvania and believed that 85% was an ambitious yet obtainable goal given the average 4-year cohort graduation rate for Pennsylvania's cyber charter schools is 60.17%.¹

LEA	Cohort Grad Rate
21st Century Cyber CS	69.39%
Achievement House CS	49.37%
Agora Cyber CS	50.66%
ASPIRA Bilingual Cyber CS	
Central PA Digital Learning Foundation C	56.25%
Commonwealth Charter Academy CS	58.65%
Esperanza Cyber CS	43.82%
Insight PA Cyber CS	41.36%
Pennsylvania Cyber CS	57.37%
Pennsylvania Distance Learning CS	54.95%
Pennsylvania Leadership CS	76.55%
Pennsylvania Virtual CS	81.77%
Reach Cyber CS	84.52%
Susq-Cyber CS	57.50%
Average	60.17%

Given the statewide 4-year cohort graduation rate being 86.6% and the statewide cyber charter graduation rate being 60.17%, the Board strongly believes the 4-year graduation goal is appropriate and sufficiently aspirational at 85%.

4. PDE alleges the applicants lack a five-year ACGR, as required by ESSA, demonstrates a lack of knowledge of contemporary mandates.

¹ <https://www.education.pa.gov/DataAndReporting/CohortGradRate/Pages/default.aspx> 2020-2021 Graduation rates; the most recent data available.

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In fact, the Board is aware that ESSA allows a state to include students in an “extended-year ACGR.” However, there is no requirement in 1747-A or 1719-A that requires a cyber charter school applicant to provide a 4-year or a 5-year cohort graduation rate goal.

The Board has reviewed the state’s rates and rates of other cyber charter schools and has determined a 5-year graduation rate goal of 90% is a strong but achievable goal. Specifically, 90% of students either entering 9th grade for the first time with Pennwood or being on-track to graduate with their 4-year cohort at the time of enrollment in Pennwood’s High School program, will graduate within five years.

5. During the time that other schools were managed by Pearson, they did not meet academic requirements, and were designated for Comprehensive Support and Improvement.

ML Wernecke stated in her testimony, the only public testimony statement against Pennwood as opposed to the 11 publicly submitted statements in favor of Pennwood, and the Department reiterated in its Denial, that Pearson has contracted with two other schools in Pennsylvania – REACH and Commonwealth Charter Academy. Again, the Department put Pennwood in the untenable situation of having to respond to the academic progress of other cyber charter schools.

We are not privy to the details of the relationship that those boards negotiated with Pearson at the time of their inception. It is this Pennwood’s understanding that Commonwealth Charter Academy has not partnered with Pearson for any services in several years. Therefore, it would be our assertion that the performance of Commonwealth Charter Academy would have little to do with the Pennwood application.

As stated throughout the Pennwood application and in our responses in this document, Pennwood will have a fully functional Board of Trustees, who will seek guidance and support from Pearson, a company with more than 20 years of experience in online education. Pearson supports schools in more than 30 states and will undoubtedly provide meaningful consultation to the Board. But the Department is determining whether to grant a charter to this Board, not Pearson.

6. Finally, the Department states that there is little evidence to suggest that either the proposed badging or the additional C-term would close the gap witnessed with the other Pearson-managed schools.

The Board respects the opinion of the PDE. However, “little evidence” is a relative term. The application dedicated several pages within the Needs Assessment Section and 11 independent references to professional studies that provide strong evidence that badging (also referred to as micro-credentialling) and additional instructional time does result in higher academic achievement.

Conclusion

The Board greatly appreciates the Department's time in reviewing and providing constructive feedback on the application Pennwood presented and defended. The Board feels strongly this is a thorough and complete application, fulfilling all of the requirements set forth in Section 1719-A and Section 1747-A and fully answering all questions raised in PDE's Denial.

Participating in the Hearing and responding to the questions laid out by the PDE has provided the Board with another opportunity to perfect the Pennwood model. The areas of deficiencies raised by the PDE fall into three general categories:

1. Those items that may require additional clarification.

The Board hopes the PDE will find an adequate response to its concerns about the School's professional development plan. In order to ensure Pennwood is meeting our students' and teachers' needs, the Board realizes this plan will have to remain agile and be built on the assessment (both Renaissance and the statewide annual assessments) as well as the needs identified by the School's teaching staff.

The Board expects that this response adequately answered PDE's questions about the ongoing classroom level adaptations that the School will make to the elective courses to ensure that all students will have a firm grasp on the state's identified standards.

Also, among these items, the Board has used this opportunity to expand the EL offerings to ensure that the School is in full compliance with the PDE's expectations. The Board has also further clarified and expanded upon its school performance goals. And, finally, the Board recognizes that in order to meet the needs of its students, the School should endeavor to have a parent on the Board, as outlined in the application, that will serve as an important liaison to the School's work. For that reason, the Board provided a more detailed explanation of the timing and plan for making that addition within this response.

2. Budgeting and Enrollment Concerns

Some portion of the concerns raised by the PDE involve budgeting and enrollment targets. As the Board understands, the PDE is seeking to make sure the School is solvent, and the education of students will not be interrupted by a school closure. The Board is confident that the budget presented at the time of application was a very conservative one. As noted in the letter, the Board intentionally did not include federal funds due to the variable nature of these funds but assuming the School received the anticipated amount that is included in this response, the Board has outlined several program areas where these funds may be utilized to further enhance Pennwood's unique model.

Within this same vein, the Denial included concerns about the applications personnel estimates, merit increase calculations, and enrollment projections. At this stage of the application process, the Board must base some of these estimates on what it has seen with other cyber charter schools in Pennsylvania.

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In this response, the Board firmly believes it has satisfied the PDE's concerns by providing its best estimate as well as outlining how the Board plans to spend those funds (should the School receive the estimated amounts) in a manner that serves students. Additionally, and perhaps most importantly, the Board has carefully reviewed the budget to confirm that more than 91% of the expenses of the school are directly related to the School's enrollment. Therefore, if the School is not able to meet enrollment expectations, which the Board does not think is likely, the budget will not be negatively impacted.

3. Independence from Pearson

The Board values the relationship with Pearson and believes that seeking their guidance in some matters will make Pennwood a better school. However, the Board is also very aware of its responsibilities and the Board will be the ultimate decision makers.

To expand on that relationship, the Board included some of the metrics above that will be used in its ongoing and frequent reviews of the Pearson partnership.

The Board looks forward to continuing discussions with the PDE so that Pennwood can provide Pennsylvania's students with a unique opportunity to earn badges, meaningfully participate with a post-secondary institution, and for students to extend their school year to ensure students are graduating on time and with the skills necessary for lifelong success.

The Board of Pennwood Cyber Charter School appreciates the time and care that the Pennsylvania Department of Education has taken in reviewing Pennwood's application. We look forward to the approval of the revised charter application by the Department and to working with the Department in the future. Please do not hesitate to contact me if you have any questions.

Sincerely,



Marc LeBlond
President
Board of Trustees

Enclosures

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts								
A. Know and use the elements and principles of each art form to create works in the arts and humanities.								
Elements: Visual Arts								
• color	Coloring the Season	• Colors All Around Us	Elements of Art	• Mixing Colors • Color: Paint an Animal	Laying the Foundation	• Color in Your World	Summer Strokes	• Practice and Patience • Using Watercolor • A View of the Water: A Watercolor Seascape
					Principles of Art	• Unity and Harmony • Variety	Autumn Arts	• Harvest Still Life
							Spring into Art	• Weather in Art
• form/shape	Art Is Everywhere	• Art Is Everywhere!	Elements of Art	• Shapes • Organic Shape Collage • Draw Animals Using Shapes	Laying the Foundation	• Everything Has a Shape • Seeing in Three Dimensions	Summer Strokes	• Practice and Patience
	Springtime Painting	• Painting Shapes			Principles of Art	• Unity and Harmony • Variety	Autumn Arts	• A Leaf Montage • Harvest Still Life
• line	Art Is Everywhere	• Art Is Everywhere! • Let's Draw Lines	Elements of Art	• Learning About Lines: Practice Drawing • Lines: Making a Drawing	Laying the Foundation	• What Can You Do with a Line? • Texture	Winter Highlights	• Fur, Fuzz, and Feathers
					Principles of Art	• Unity and Harmony • Variety	Spring into Art	• Flowers, Sprouts, and Weeds
• space	Coloring the Season	• Autumn Arrangement • Painting the Seasons			Laying the Foundation	• The Area Around You		
• texture	Winter Is Taking Shape	• It's Wintertime!	Elements of Art	• Discovering Texture • Form and Texture in Clay	Laying the Foundation	• Texture	Winter Highlights	• Fur, Fuzz, and Feathers
	Summertime Art	• Outdoor Art			Principles of Art	• Unity and Harmony • Variety	Spring into Art	• Flowers, Sprouts, and Weeds
• value			Elements of Art	• Color Value: Paint a Landscape	Laying the Foundation	• Value		
Principles: Visual Arts								
• balance	Coloring the Season	• Autumn Arrangement • Painting the Seasons	Principles of Design	• In Balance	Principles of Art	• Get in Balance		
	Winter Is Taking Shape	• Art Around the World	Art Media	• Mixed Media African Mask				
	Summertime Art	• See and Draw Like an Artist						
• contrast			Principles of Design	• Creating Contrast in Art	Principles of Art	• Contrast and Emphasis		
• emphasis/focal point			Principles of Design	• Emphasis in Artwork	Principles of Art	• Contrast and Emphasis		

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• movement/rhythm			Principles of Design	• Getting the Movement and Rhythm in Art	Principles of Art	• Movement and Rhythm		
• proportion/scale			Themes in Art	• A Portrait of My Family				
• repetition			Principles of Design	• Patterns All Around Us • Getting the Movement and Rhythm in Art	Principles of Art	• Pattern	Summer Strokes	• Back-to-School Expressions: Pattern Portraits
• unity/harmony			Principles of Design	• Working with Harmony and Unity	Principles of Art	• Unity and Harmony		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.								
Visual Arts								
• paint	Art Is Everywhere	• Art Is Everywhere!	Elements of Art	• Mixing Colors • Color: Paint an Animal • Color Value: Paint a Landscape	Laying the Foundation	• Color in Your World • Value	Summer Strokes	• Using Watercolor • A View of the Water: A Watercolor Seascape
	Coloring the Season	• Painting the Seasons	Principles of Design	• Patterns All Around Us • Creating Contrast in Art	Principles of Art	• Unity and Harmony	Autumn Arts	• A Leaf Montage
	Art Forms	• Clay Animals • Painting a Mural	Art Media	• Nighttime Crayon Resist			Winter Highlights	• Seeing Shadows
	Springtime Painting	• It's Springtime • Blooming Flowers • Learning to See Like an Artist					Spring into Art	• Flowers, Sprouts, and Weeds
• draw	Art Is Everywhere	• Let's Draw Lines	Elements of Art	• Lines: Making a Drawing • Draw Animals Using Shapes	Laying the Foundation	• What Can You Do with a Line? • The Area Around You	Summer Strokes	• Practice and Patience • Back-to-School Expressions: Pattern Portraits
	Art Forms	• Learning To See and Draw Like an Artist	Principles of Design	• Emphasis in Artwork • Getting the Movement and Rhythm in Art • Working with Harmony and Unity	Principles of Art	• Movement and Rhythm • Contrast and Emphasis	Autumn Arts	• A Leaf Montage • Harvest Still Life
			Art Media	• Nighttime Crayon Resist	Mixing the Media: The Making of Art	• Art Where You Live • Games We Like to Play	Winter Highlights	• Seeing Shadows • Portraits and Importance
			Themes in Art	• My Self-Portrait • A Portrait of My Family • Objects from Every Day	Connections: Art in Other Subjects	• Art and History: A Portrait from the Past • Art And Seasons: Four Seasons Drawings	Spring into Art	• Flowers, Sprouts, and Weeds • Outdoor Action Figures
	Winter Is Taking Shape	• Snowflakes	Art Media	• Mixed Media African Mask	Principles of Art	• Get in Balance	Autumn Arts	• Masks from Many Cultures

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• craft	Art Forms	• Carnival Mask			Mixing the Media: The Making of Art	• The Ins and Outs of Weaving • Sculpture: Art We Can Walk Around		
• sculpt	Art Forms	• Clay Animals	Elements of Art	• Form and Texture in Clay	Laying the Foundation	• Seeing in Three Dimensions	Spring into Art	• Sensational Suns
					Mixing the Media: The Making of Art	• Sculpture: Art We Can Walk Around		
• print			Art Media	• Monoprinting with Paint	Connections: Art in Other Subjects	• Art and Science: Rainforest Printmaking	Winter Highlights	• Fur, Fuzz, and Feathers
• design for environment, communication, multi-media							Teacher to add LiveLesson component to provide students with the opportunity to recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts: design for environment, communication, multi-media.	
C. Recognize and use fundamental vocabulary within each of the arts forms.	Art Is Everywhere	• Art Is Everywhere! • Let's Draw Lines • Lots and Lots of Dots	Elements of Art	• Lines: Making a Drawing • Shapes • Mixing Colors	Laying the Foundation	• What Can You Do with a Line? • Everything Has a Shape	Summer Strokes	• Practice and Patience • Back-to-School Expressions: Pattern Portraits • Summer Tunnel Book
	Coloring the Season	• Colors All Around Us • Fluttering Colors • See and Draw Like an Artist	Principles of Design	• Patterns All Around Us • In Balance • Emphasis in Artwork	Principles of Art	• Get in Balance • Pattern • Movement and Rhythm	Autumn Arts	• A Leaf Montage • Harvest Still Life • Masks from Many Cultures
	Winter Is Taking Shape	• Shapes in Art • Snowflakes • Art Around the World	Art Media	• Magazine Photo Collage • Nighttime Crayon Resist • Monoprinting with Paint	Mixing the Media: The Making of Art	• Art Where You Live • Games We Like to Play • The Ins and Outs of Weaving	Winter Highlights	• Fur, Fuzz, and Feathers • Weaving Warmth • Seeing Shadows
	Art Forms	• Clay Animals • Painting a Mural	Themes in Art	• My Self-Portrait • A Portrait of My Family • Objects from Every Day	Connections: Art in Other Subjects	• Art and Language: Letter Designs Using Your Name • Art and History: A Portrait from the Past	Spring into Art	• Flowers, Sprouts, and Weeds • Weather in Art • Sensational Suns
	Springtime Painting	• It's Springtime						
	Summertime Art	• Outdoor Art						

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.							Teacher to add LiveLesson component to provide students with the opportunity to use knowledge of varied styles within each art form through a performance or exhibition of unique work.	
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	Winter Is Taking Shape	<ul style="list-style-type: none"> • Snowflakes • It's Wintertime! 	Elements of Art	<ul style="list-style-type: none"> • Draw Animals Using Shapes • Color: Paint an Animal • Form and Texture in Clay 	Laying the Foundation	• The Area Around You	Summer Strokes	<ul style="list-style-type: none"> • Practice and Patience • Back-to-School Expressions: Pattern Portraits • Summer Tunnel Book
	Art Forms	<ul style="list-style-type: none"> • Clay Animals • Painting a Mural 	Art Media	• The Potter's Art	Principles of Art	• Movement and Rhythm	Autumn Arts	<ul style="list-style-type: none"> • Harvest Still Life • Pottery and People
	Springtime Painting	• Learning to See Like an Artist	Themes in Art	<ul style="list-style-type: none"> • Objects from Every Day • A Special Occasion 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> • Games We Like to Play • Sculpture: Art We Can Walk Around 	Winter Highlights	• Fur, Fuzz, and Feathers
							Spring into Art	• Outdoor Action Figures
F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).							Spring into Art	<ul style="list-style-type: none"> • Flowers, Sprouts, and Weeds • Weather in Art Teacher to add LiveLesson component to the lessons to include exhibition.
H. Handle materials, equipment and tools safely at work and performance spaces.								
• Identify materials used.	Teacher to add LiveLesson component to Art Is Everywhere:							
	Springtime Painting	<ul style="list-style-type: none"> • It's Springtime • Blooming Flowers 	Elements of Art	<ul style="list-style-type: none"> • Mixing Colors • Color: Paint an Animal • Color Value: Paint a Landscape 	Laying the Foundation	<ul style="list-style-type: none"> • Color in Your World • Value • Seeing in Three Dimensions 	Summer Strokes	<ul style="list-style-type: none"> • Using Watercolor • A View of the Water: A Watercolor Seascape Teacher to add LiveLesson component to Summer Strokes: Using Watercolor to include identifying issues of cleanliness related to the arts.

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify issues of cleanliness related to the arts. 			Principles of Design	<ul style="list-style-type: none"> Patterns All Around Us 	Principles of Art	<ul style="list-style-type: none"> Pattern 	Autumn Arts	<ul style="list-style-type: none"> A Leaf Montage Harvest Still Life Pottery and People
			Art Media	<ul style="list-style-type: none"> Magazine Photo Collage Nighttime Crayon Resist Monoprinting with Paint 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> Art Where You Live 	Winter Highlights	<ul style="list-style-type: none"> Fur, Fuzz, and Feathers Weaving Warmth Seeing Shadows
			Themes in Art	<ul style="list-style-type: none"> Under the Sea Crayon Resist 	Connections: Art in Other Subjects	<ul style="list-style-type: none"> Art and Science: Rainforest Printmaking Art and Language: Letter Designs Using Your Name Art and History: A Portrait from the Past 	Spring into Art	<ul style="list-style-type: none"> Flowers, Sprouts, and Weeds Sensational Suns
<ul style="list-style-type: none"> Recognize some mechanical/electrical equipment. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize some mechanical/electrical equipment.	
<ul style="list-style-type: none"> Recognize differences in selected physical space/environments. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize differences in selected physical space/environments.	
<ul style="list-style-type: none"> Identify methods for storing materials in the arts. 							Teacher to add LiveLesson component to Summer Strokes: Using Watercolor to provide students with the opportunity to identify methods for storing materials in the arts.	
<ul style="list-style-type: none"> Identify arts events that take place in schools and in communities. 							Teacher to add LiveLesson component to provide students with the opportunity to identify arts events that take place in schools and in communities.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.								
<ul style="list-style-type: none"> Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for woodcarving, looms, stage equipment). 							Teacher to add LiveLesson component to provide students with the opportunity to know and use traditional technologies.	
<ul style="list-style-type: none"> Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 							Teacher to add LiveLesson component to provide students with the opportunity to know and use contemporary technologies.	
K. Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.							Teacher to add LiveLesson component to provide students with the opportunity to know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural Contexts								
A. Explain the historical, cultural and social context of an individual work in the arts.	Art Is Everywhere	<ul style="list-style-type: none"> Art Around the World 	Art Media	<ul style="list-style-type: none"> Mixed Media African Mask 	Mixing the Media: The Making of Art	<ul style="list-style-type: none"> The Ins and Outs of Weaving Sculpture: Art We Can Walk Around 	Autumn Arts	<ul style="list-style-type: none"> Masks from Many Cultures
	Winter Is Taking Shape	<ul style="list-style-type: none"> Art Around the World 			Connections: Art in Other Subjects	<ul style="list-style-type: none"> Art and Science: Rainforest Printmaking Art and History: A Portrait from the Past Art And Seasons: Four Seasons Drawings 	Winter Highlights	<ul style="list-style-type: none"> Portraits and Importance
	Art Forms	<ul style="list-style-type: none"> Art Around the World 						
	Springtime Painting	<ul style="list-style-type: none"> Art Around the World 					Spring into Art	<ul style="list-style-type: none"> Flowers, Sprouts, and Weeds Weather in Art Sensational Suns
	Summertime Art	<ul style="list-style-type: none"> Art Around the World 						

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).								
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to relate works in the arts to varying styles and genre and to the periods in which they were created.	
D. Analyze a work of art from its historical and cultural perspective.							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to analyze a work of art from its historical and cultural perspective.	
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to analyze how historical events and culture impact forms, techniques and purposes of works in the arts	
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.							Teacher to add LiveLesson component to Winter Highlights to provide students with the opportunity to know and apply appropriate vocabulary used between social studies and the arts and humanities.	
G. Relate works in the arts to geographic regions:								
• Africa	Springtime Painting	• Art Around the World	Art Media	• Mixed Media African Mask	Mixing the Media: The Making of Art	• The Ins and Outs of Weaving • Sculpture: Art We Can Walk Around	Autumn Arts	• Masks from Many Cultures

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
					Connections: Art in Other Subjects	• Art and History: A Portrait from the Past		
• Asia	Art Is Everywhere	• Art Around the World			Mixing the Media: The Making of Art	• The Ins and Outs of Weaving	Autumn Arts	• Masks from Many Cultures
	Winter Is Taking Shape	• Art Around the World			Connections: Art in Other Subjects	• Art and History: A Portrait from the Past	Spring into Art	• Weather in Art
• Australia							Teacher to add LiveLesson component to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America							Autumn Arts	• Masks from Many Cultures
• Europe	Art Forms	• Art Around the World			Connections: Art in Other Subjects	• Art and Science: Rainforest Printmaking • Art and History: A Portrait from the Past • Art And Seasons: Four Seasons Drawings	Autumn Arts	• Masks from Many Cultures
• North America					Mixing the Media: The Making of Art	• The Ins and Outs of Weaving	Winter Highlights	• Portraits and Importance
					Connections: Art in Other Subjects	• Art and History: A Portrait from the Past	Spring into Art	• Flowers, Sprouts, and Weeds • Sensational Suns
• South America	Summertime Art	• Art Around the World						
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.							Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).							Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze philosophical beliefs as they relate to works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).							Teacher to add LiveLesson component to Spring into Art: Weather in Art to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling – plays, oral histories- poetry, work songs- blue grass).							Teacher to add LiveLesson component to Spring into Art: Weather in Art to provide students with the opportunity to identify, explain and analyze traditions as they relate to works in the arts.	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).							Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze common themes, forms and techniques from works in the arts.	
9.3. Critical Response								
A. Recognize critical processes used in the examination of works in the arts and humanities.								
• Compare and contrast							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to compare and contrast.	
• Analyze							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to analyze.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Interpret							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to interpret.	
• Form and test hypotheses							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to form and test hypotheses.	
• Evaluate/form judgments							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to evaluate/form judgments.	
B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian’s Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel’s Bolero).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know that works in the arts can be described by using the arts elements, principles and concepts.	
C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know classification skills with materials and processes used to create works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	
E. Recognize and identify types of critical analysis in the arts and humanities.								
• Contextual criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to contextual criticism.	
• Formal criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to formal criticism.	
• Intuitive criticism							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to intuitive criticism.	
F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to recognize and identify similar and different characteristics among works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.	
9.4. Aesthetic Response								
A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can art works that depict or are about ugly or unpleasant things ever be beautiful?").							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to respond to a philosophical statement about works in the arts and humanities.	
B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to know how to communicate an informed individual opinion about the meaning of works in the arts.	
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to recognize that the environment of the observer influences individual aesthetic responses to works in the arts.	

PA 23/24 State Approvals K-3 Art	Art K		Art 1		Art 2		Art 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist’s interpretation through the use of classical ballet of the American West in Agnes De Mille’s Rodeo).							Teacher to add LiveLesson component to Spring into Art to provide students with the opportunity to recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Visual Arts				
• color	A European Adventure	<ul style="list-style-type: none"> • All About Color • Warm and Cool Expressions 	Baroque/Rococo	<ul style="list-style-type: none"> • Quiet Time
• form/shape	A European Adventure	<ul style="list-style-type: none"> • Shape, Space, Cityscape • Forms and Shapes: Still Life 	The Ancient World	<ul style="list-style-type: none"> • Arts, Rocks, and Shapes • Ancient Greece: Vases and Stories
• line	A European Adventure	<ul style="list-style-type: none"> • Expressions in Lines 	The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals
• space	A European Adventure	<ul style="list-style-type: none"> • Shape, Space, Cityscape 	The Ancient World	<ul style="list-style-type: none"> • Ancient Greece: Vases and Stories
• texture	A European Adventure	<ul style="list-style-type: none"> • Expressions in Lines • Texture: What You See and Feel 	The Ancient World	<ul style="list-style-type: none"> • Textures in Ancient Mexico
• value			Baroque/Rococo	<ul style="list-style-type: none"> • Games Children Play
Principles: Visual Arts				
• balance	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Colored Light: Radial Balance in a Rose Window
	The Expressive Art of Asia	<ul style="list-style-type: none"> • Indonesian Batik Design 		
• contrast	Teacher will add LiveLesson component to African Travels to provide students with the opportunity to contrast.			

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• emphasis/focal point	African Travels	• Mudcloth Resist	The Middle Ages to the Renaissance	• Your Large Initial: Illuminated Manuscripts Teacher to add LiveLesson component to The Ancient World: All Roads Lead to Rome to include focal point.
• movement/rhythm	African Travels	• Mudcloth Resist	The Middle Ages to the Renaissance	• Art in Medieval Japan: Painted Patterns • Movement and Rhythm: A Renaissance Cityscape
• proportion/scale	African Travels	• A View from the Side: Egyptian Profiles Teacher to add LiveLesson component to A European Adventure: Picasso and the Circus to include scale.		
• repetition	African Travels	• Mudcloth Resist Teacher to add LiveLesson component to African Travels: Mudcloth Resist to include repetition.	The Middle Ages to the Renaissance	• Your Large Initial: Illuminated Manuscripts
• unity/harmony			The Middle Ages to the Renaissance	• Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include unity.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Visual Arts				
<ul style="list-style-type: none"> paint 	A European Adventure	<ul style="list-style-type: none"> Expressions in Lines All About Color 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include reviewing or revising.
<ul style="list-style-type: none"> draw 	A European Adventure	<ul style="list-style-type: none"> Texture: What You See and Feel Warm and Cool Expressions Forms and Shapes: Still Life <p>Teacher to add LiveLesson component to A European Adventure: Texture: What You See and Feel to include reviewing or revising.</p>	The Ancient World	<ul style="list-style-type: none"> The Lines of Ancient Animals All Roads Lead to Rome

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• craft	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning • Colorful Beads Teacher to add LiveLesson component to African Travels: Ceremonial Dress: Create a Mask with Meaning to include reviewing or revising.		
• sculpt	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Beauty Around Us: Designs of Native America 	The Ancient World	<ul style="list-style-type: none"> • Textures in Ancient Mexico Teacher to add LiveLesson component to The Ancient World: Textures in Ancient Mexico to include reviewing or revising.
• print			Teacher to add LiveLesson component to provide students with the opportunity to print.	
• design for environment, communication, multi-media			The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals • Ancient Greece: Vases and Stories
			Romanticism and the Modern Age	<ul style="list-style-type: none"> • Taking a Walk around Cubism: Picasso Teacher to add LiveLesson component to include addressing the environment.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Know and use fundamental vocabulary within each of the arts forms.	A European Adventure	<ul style="list-style-type: none"> • Expressions in Lines • Texture: What You See and Feel • All About Color 	The Ancient World	<ul style="list-style-type: none"> • Arts, Rocks, and Shapes • Textures in Ancient Mexico • Ancient Greece: Vases and Stories
D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.			Teacher to add LiveLesson component to provide students with the opportunity to describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.	
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of	A European Adventure	• Expressions in Lines	The Ancient World	• Ancient Greece: Vases and Stories
	The Expressive Art of Asia	• Stories in Miniature	Baroque/Rococo	• Quiet Time
F. Describe works of others through performance or exhibition in two art forms.			Teacher to add LiveLesson component to provide students with the opportunity to describe works of others through performance or exhibition in two art forms.	
H. Use and maintain materials, equipment and tools safely at work and performance spaces.				
• Describe some materials used.	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning 	The Ancient World	• Bits and Pieces: Islamic Mosaics

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Describe issues of cleanliness related to the arts. 	A European Adventure	<ul style="list-style-type: none"> All About Color 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Paint Like Michelangelo Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to include describing issues.
<ul style="list-style-type: none"> Describe types of mechanical/electrical equipment usage. 			Teacher to add LiveLesson component to provide students with the opportunity to describe types of mechanical/electrical equipment usage.	
<ul style="list-style-type: none"> Know how to work in selected physical space/environments. 			Teacher to add LiveLesson component to provide students with the opportunity to know how to work in selected physical space/environments.	
<ul style="list-style-type: none"> Describe methods for storing materials in the arts. 			Teacher to add LiveLesson component to provide students with the opportunity to describe methods for storing materials in the arts.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Describe arts events that take place in schools and in communities.			Teacher to add LiveLesson component to provide students with the opportunity to describe arts events that take place in schools and in communities.	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
<ul style="list-style-type: none"> Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). 	African Travels	<ul style="list-style-type: none"> Ceremonial Dress: Create a Mask with Meaning 		
<ul style="list-style-type: none"> Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues). 			Critiquing Art	<ul style="list-style-type: none"> What Does an Artist Do?
K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.			Teacher to add LiveLesson component to provide students with the opportunity to apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural Contexts				

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Explain the historical, cultural and social context of an individual work in the arts.	African Travels	<ul style="list-style-type: none"> • Ceremonial Dress: Create a Mask with Meaning • Special Guardians: Kota Figures • Mudcloth Resist 		
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).			The Ancient World	<ul style="list-style-type: none"> • The Lines of Ancient Animals
			The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Colored Light: Radial Balance in a Rose Window • Paint Like Michelangelo
			Baroque/Rococo	<ul style="list-style-type: none"> • In The Royal Style: Versailles
			Romanticism and the Modern Age	<ul style="list-style-type: none"> • Constable's Romantic Landscape • Your Impressionism: Monet, Cassatt, Van Gogh • Color Your World Differently: Matisse
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Expressing Mood: Abstract Expressionism 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> • Colored Light: Radial Balance in a Rose Window • Paint Like Michelangelo

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Analyze a work of art from its historical and cultural perspective.	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to analyze a work of art from its historical and cultural perspective.			
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	African Travels	<ul style="list-style-type: none"> • African Style: Changes and Interpretations 		
	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Transition to the New World 		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	Above and Below: Art in the Americas	<ul style="list-style-type: none"> • Transition to the New World 		
G. Relate works in the arts to geographic regions:				
<ul style="list-style-type: none"> • Africa 	African Travels	<ul style="list-style-type: none"> • African Style: Changes and Interpretations • Special Guardians: Kota Figures • Mudcloth Resists 		
<ul style="list-style-type: none"> • Asia 	The Expressive Art of Asia	<ul style="list-style-type: none"> • Painting Quietly: Sumi-e • Paper: More Than Just for Writing • The Dance of the Dragon 		

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• Australia			Teacher to add LiveLesson component to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America	Above and Below: Art in the Americas	• The Art of the Kuna: Mola Designs		
• Europe	African Travels	• African Style: Changes and Interpretations		
• North America	Above and Below: Art in the Americas	• The Harlem Renaissance • Beauty Around Us: Designs of Native America		
• South America	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to relate works in the arts to geographic regions: South America.			
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to Above and Below: Art in the Americas to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	African Travels	<ul style="list-style-type: none"> • Special Guardians: Kota Figures Teacher to add LiveLesson component to African Travels: Special Guardians: Kota Figures to include explaining or analyzing.		
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).			Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Paint Like Michelangelo to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).	African Travels	<ul style="list-style-type: none"> • Mudcloth Resist 	The Ancient World	<ul style="list-style-type: none"> • Bits and Pieces: Islamic Mosaics Teacher to add LiveLesson component to The Ancient World: Bits and Pieces: Islamic Mosaics to include explaining or analyzing.

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 	The Middle Ages to the Renaissance	<ul style="list-style-type: none"> Colored Light: Radial Balance in a Rose Window Teacher to add LiveLesson component to The Middle Ages to the Renaissance: Colored Light: Radial Balance in a Rose Window to include explaining and analyzing.
9.3. Critical Response				
A. Identify critical processes in the examination of works in the arts and humanities.				
<ul style="list-style-type: none"> Compare and contrast 	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 	Romanticism and the Modern Age	<ul style="list-style-type: none"> Taking a Walk around Cubism: Picasso
<ul style="list-style-type: none"> Analyze 	A European Adventure	<ul style="list-style-type: none"> Picasso and the Circus Create a Colorful Portrait 	Baroque/Rococo	<ul style="list-style-type: none"> Games Children Play
<ul style="list-style-type: none"> Interpret 	African Travels	<ul style="list-style-type: none"> Colorful Beads 	Baroque/Rococo	<ul style="list-style-type: none"> Quiet Time
<ul style="list-style-type: none"> Form and test hypotheses 			Teacher to add LiveLesson component to provide students with the opportunity to form and test hypotheses.	
<ul style="list-style-type: none"> Evaluate/form judgments 			Critiquing Art	<ul style="list-style-type: none"> Aesthetics: How You Look at Art It's Your Call: Art Criticism
B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg’s In the Hall of the Mountain King and in tap dance).	African Travels	<ul style="list-style-type: none"> African Style: Changes and Interpretations 		

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).			Teacher to add LiveLesson component to provide students with the opportunity to classify works in the arts by forms in which they are found.	
D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	Above and Below: Art in the Americas	<ul style="list-style-type: none"> The Harlem Renaissance Teacher to add LiveLesson component to Above and Below: Art in the Americas: The Harlem Renaissance to include a set of guidelines using comprehensive vocabulary.		
E. Describe and use types of critical analysis in the arts and humanities.				
<ul style="list-style-type: none"> Contextual criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: contextual criticism.	
<ul style="list-style-type: none"> Formal criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: formal criticism.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Intuitive criticism 			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe and use types of critical analysis in the arts and humanities: intuitive criticism.	
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.			Critiquing Art	• It's Your Call: Art Criticism
G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's Evolution of Mickey and Minnie Mouse).			Teacher to add LiveLesson component to Critiquing Art to provide students with the opportunity to describe a critic's position or opinion about selected works in the arts and humanities.	

PA 23/24 Standards 4-5 Art	Art 4		Art 5	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.4. Aesthetic Response				
A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).	African Travels	<ul style="list-style-type: none"> • Symbols in Cloth: Adinkra Designs 	Romanticism and the Modern Age	<ul style="list-style-type: none"> • Icons and Illusions: Pop and Op
B. Investigate and communicate multiple philosophical views about works in the arts.			Teacher to add LiveLesson component to to provide students with the opportunity to investigate and communicate multiple philosophical views about works in the arts.	
C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus videotaped concerts from the 1970s).			Teacher to add LiveLesson component to provide students with the opportunity to identify the attributes of various audiences' environments as they influence individual aesthetic response.	
D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).			Teacher to add LiveLesson component to provide students with the opportunity to explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and						
Elements: Visual Arts						
• color	The Elements of Art	• The Colors Around Us	Course Overview	• Getting Started in Middle School Art	Art In Your Life	• Textile Art: The Fabric of Your Life
			The World of Art	• The Ideal: Representations of Soldiers and Saints		
• form/shape	Course Overview	• Getting Started in Middle School Art			Art In Your Life	• Textile Art: The Fabric of Your Life
	What Is Art?	• Defining Art				
	The Elements of Art	• The Shapes that Form the World				
• line	The Elements of Art	• Interpreting Lines				
• space	The Elements of Art	• The Space In Between	Course Overview	• Getting Started in Middle School Art	Protecting and Respecting Art	• External Memory: Art Reveals Culture
			The World of Art	• The Ideal: Representations of Soldiers and Saints		
• texture	The Elements of Art	• What You See and What You Feel				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• value	The Elements of Art	• The Value in Art	Course Overview	• Getting Started in Middle School		
			Art in Your Life	• Convincing Images: The Art of Advertising		
Principles: Visual Arts						
• balance	Principles of Design	• Balancing Act				
• contrast	Principles of Design	• Variety in Art	The World of Art	• The Creation of American Culture Through Art	Art In Your Life	• The Fabric of Your Life
• emphasis/focal point	Principles of Design	• What We Emphasize	Protecting and Respecting Art	• A Path to Preservation and Respect		
• movement/rhythm	Principles of Design	• Is There Movement in a Still Image?	The World of Art	• The Ideal: Representations of Soldiers and Saints		
• proportion/scale	Principles of Design	• Proportion			Protecting and Respecting Art	• Who Determines the Display?
• repetition	Principles of Design	• The Patterns You See	The World of Art	• The Creation of American Culture Through Art	Art In Your Life	• Textile Art: The Fabric of Your Life
• unity/harmony	Principles of Design	• Harmony Created			Art In Your Life	• Textile Art: The Fabric of Your Life
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						
Visual Arts						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• paint	The Elements of Art	• The Colors Around Us	The World of Art	• Harmonious Principles: The World of Chinese Art		
• draw			Protecting and Respecting Art	• The Evolution of Style • A Path to Preservation and Respect		
• craft	The Elements of Art	• The Space In Between	Art in Your Life	• Intersecting Art Forms		
• sculpt	Principles of Design	• Harmony Created				
• print			Art in Your Life	• Reproductions: The Art and History of Printing		
• design for environment, communication, multi-media	Principles of Design	• What We Emphasize	Art in Your Life	• Interior Landscapes: Designing a Room • Convincing Images: The Art of Advertising	The World of Art	• Designing a World: Engineering Movies
C. Identify and use comprehensive vocabulary within each of the arts forms.	What Is Art?	• Defining Art	Art in Your Community	• Building Community: Architecture	The World of Art	• Engineering Empires • Democratic Architecture
	The Elements of Art	• The Colors Around Us • It's All About Perspective				
	Principles of Design	• Principles in Review				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.			Protecting and Respecting Art	• The Evolution of Style	Art in Your Community	• Revealing Landscapes: Metropolis and Nature
			The World of Art	• Harmonious Principles: The World of Chinese Art		
			Art in Your Life	• Interior Landscapes: Designing a Room		
E. Communicate a unifying theme or point of view through the production of works in the arts.					Art In Your Life	• Finding Inspiration: Artistic Motivation
F. Explain works of others within each art form through performance or exhibition.	What Is Art?	• Art and Aesthetics			Protecting and Respecting Art	• Who Determines the Display?
G. Explain the function and benefits of rehearsal and practice sessions.					Teacher to add LiveLesson component to Art In Your Life: Art of Your Generation to provide students with the opportunity to explain the function and benefits of rehearsal and practice sessions.	
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Analyze the use of materials. 			Protecting and Respecting Art	<ul style="list-style-type: none"> Pick Your Medium 	The World of Art	<ul style="list-style-type: none"> Designing a World: Engineering Movies
			Art in Your Life	<ul style="list-style-type: none"> Caring for the Environment: Recycled Art 		
<ul style="list-style-type: none"> Explain issues of cleanliness related to the arts. 					Teacher to add LiveLesson component to provide students with the opportunity to explain issues of cleanliness related to the arts.	
<ul style="list-style-type: none"> Explain the use of mechanical/electrical equipment. 					Teacher to add LiveLesson component to provide students with the opportunity to explain the use of mechanical/electrical equipment.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Demonstrate how to work in selected physical space/environment. 					Teacher to add LiveLesson component to Art in Your Community: Multiple Paths to Creativity to provide students with the opportunity to demonstrate how to work in selected physical space/ environment.	
<ul style="list-style-type: none"> • Demonstrate the selection of safe props/stage equipment. 					Teacher to add LiveLesson component to The World of Art: Designing a World: Engineering Movies to provide students with the opportunity to demonstrate the selection of safe props/ stage equipment.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Demonstrate methods for storing materials in the arts. 	Teacher to add LiveLesson component to The Elements of Art: What You See and What You Feel to provide students with the opportunity to demonstrate methods for storing materials in the arts.					
I. Know where arts events, performances and exhibitions occur and how to gain admission.					Teacher to add LiveLesson component to provide students with the opportunity to know where arts events, performances and exhibitions occur and how to gain admission.	
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). 			Art in Your Life	<ul style="list-style-type: none"> Reproductions: The Art and History of Printing 	Art In Your Life	<ul style="list-style-type: none"> Textile Art: The Fabric of Your Life
<ul style="list-style-type: none"> Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design). 	Teacher to add LiveLesson component to What is Art?: Defining Art to provide students with the opportunity to explain and demonstrate contemporary technologies.					

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.					Teacher to add LiveLesson component to Protecting and Respecting Art: Advanced Art Preservation, or The World of Art: Machu Picchu to Movies to provide students with the opportunity to incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	
9.2. Historical and Cultural						
A. Explain the historical, cultural and social context of an individual work in the arts.	What Is Art?	<ul style="list-style-type: none"> Defining Art Tell Your Story 	The World of Art	<ul style="list-style-type: none"> The Beast: Animal Representations in Art The Creation of American Culture Through Art 		
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).					The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).			The World of Art	<ul style="list-style-type: none"> Mathematics Meets Art: The Golden Ratio 	The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies
D. Analyze a work of art from its historical and cultural perspective.			Protecting and Respecting Art	<ul style="list-style-type: none"> The Evolution of Style 	Protecting and Respecting Art	<ul style="list-style-type: none"> External Memory: Art Reveals Culture
					Art in Your Community	<ul style="list-style-type: none"> Revealing Landscapes: Metropolis and Nature
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			The World of Art	<ul style="list-style-type: none"> Harmonious Principles: The World of Chinese Art The Beast: Animal Representations in Art The Creation of American Culture Through Art 	Protecting and Respecting Art	<ul style="list-style-type: none"> External Memory: Art Reveals Opinions
			Art in Your Community	<ul style="list-style-type: none"> Monumental Sculptures: We Remember 	The World of Art	<ul style="list-style-type: none"> The Art of War Mass Art: Technology and the Industrial Revolution
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.					The World of Art	<ul style="list-style-type: none"> Machu Picchu to Movies

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Relate works in the arts to geographic regions:						
• Africa					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Africa.	
• Asia					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Asia.	
• Australia					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Central America 					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Central America.	
<ul style="list-style-type: none"> • Europe 					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: Europe.	
<ul style="list-style-type: none"> • North America 					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: North America.	

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • South America 					Teacher to add LiveLesson component to The World of Art to provide students with the opportunity to relate works in the arts to geographic regions: South America.	
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			The World of Art	<ul style="list-style-type: none"> • Harmonious Principles: The World of Chinese Art 	The World of Art	<ul style="list-style-type: none"> • Democratic Architecture • Machu Picchu to Movies
			Art in Your Life	<ul style="list-style-type: none"> • Caring for the Environment: Recycled Art 		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).					Teacher to add LiveLesson component to provide students with the opportunity to identify, explain and analyze historical and cultural differences as they relate to works in the arts.	
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).			Art in Your Community	• Monumental Sculptures: We Remember		
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).			The World of Art	<ul style="list-style-type: none"> • The Beast: Animal Representations in Art • The Ideal: Representations of Soldiers and Saints 	The World of Art	• Democratic Architecture
			Art in Your Community	• The Art of Money	Art in Your Community	• Revealing Landscapes: Metropolis and Nature
9.3. Critical Response						
A. Know and use the critical process of the examination of works in the arts and humanities.						

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Compare and contrast	What Is Art?	• Tell Your Story	Protecting and Respecting Art	• A Path to Preservation and Respect	The World of Art	• Machu Picchu to Movies
	Responding to Art	• The Portrait	The World of Art	• The Ideal: Representations of Soldiers and Saints		
• Analyze	What Is Art?	• Tell Your Story • Art and Aesthetics			Protecting and Respecting Art	• External Memory: Art Reveals Culture
	Responding to Art	• Responding to Criteria			Art in Your Community	• Revealing Landscapes: Metropolis and Nature
• Interpret	The Elements of Art	• The Value in Art			Protecting and Respecting Art	• External Memory: Art Reveals Culture
	Responding to Art	• Responding to Criteria				
• Form and test hypotheses	The Elements of Art	• The Value in Art				
• Evaluate/form judgments	What Is Art?	• Defining Art • Art and Aesthetics	Protecting and Respecting Art	• Passive Observer Responsible Viewer		
	The Elements of Art	• The Value in Art				
	Responding to Art	• Responding to Criteria				
B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).			The World of Art	• Mathematics Meets Art: The Golden Ratio		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).	What Is Art?	<ul style="list-style-type: none"> Defining Art 	Art in Your Community	<ul style="list-style-type: none"> Building Community: Architecture 	The World of Art	<ul style="list-style-type: none"> Democratic Architecture
	Responding to Art	<ul style="list-style-type: none"> The Art of Impressionism 				
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.	What Is Art?	<ul style="list-style-type: none"> Defining Art Art and Aesthetics 	Protecting and Respecting Art	<ul style="list-style-type: none"> Passive Observer Responsible Viewer? A Path to Preservation and Respect 		
	Responding to Art	<ul style="list-style-type: none"> Being an Art Critic 	The World of Art	<ul style="list-style-type: none"> The Ideal: Representations of Soldiers and Saints 		
E. Interpret and use various types of critical analysis in the arts and humanities.						
<ul style="list-style-type: none"> Contextual criticism 					Art in Your Community	<ul style="list-style-type: none"> Wearable Art
<ul style="list-style-type: none"> Formal criticism 	What Is Art?	<ul style="list-style-type: none"> Art and Aesthetics 				
	Responding to Art	<ul style="list-style-type: none"> Responding to Criteria Being an Art Critic 				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Intuitive criticism 			Teacher to add LiveLesson component to Protecting and Respecting Art: Passive Observer Responsible Viewer? to provide students with the opportunity to interpret and use various types of critical analysis in the arts and humanities: intuitive criticism.			
F. Apply the process of criticism to identify characteristics among works in the arts.	The Elements of Art	<ul style="list-style-type: none"> The Value in Art 			The World of Art	<ul style="list-style-type: none"> Democratic Architecture
	Responding to Art	<ul style="list-style-type: none"> Being an Art Critic 				

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).			Protecting and Respecting Art	• Passive Observer Responsible Viewer?		
			Art in Your Community	• Monumental Design		
9.4. Aesthetic Response						
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).					Teacher to add LiveLesson component to provide students with the opportunity to compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.	
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).			Art in Your Community	• Monumental Design Teacher to add LiveLesson component to the lesson to compare and contrast more explicitly.		

PA 23/24 Standards 6-8 Art	Art 6		Art 7		Art 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).	Responding to Art	<ul style="list-style-type: none"> The Art of Impressionism 	Art in Your Community	<ul style="list-style-type: none"> Monumental Design 		
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).			The World of Art	<ul style="list-style-type: none"> The Creation of American Culture Through Art 		

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and humanities.						
Elements: Visual Arts						
• color			Composition	• Drawing Practice	Elements of Design	• Line
					Layout	• Type Layout
• form/shape			Composition	• Drawing Practice	Elements of Design	• Shape
					Layout	• Type Layout
• line			Composition	• Drawing Practice	Elements of Design	• Line
					Layout	• Type Layout
• space			Composition	• Drawing Practice	Elements of Design	• Space
					Layout	• Type Layout
• texture			Composition	• Drawing Practice	Elements of Design	• Texture
• value			Composition	• Drawing Practice		
Principles: Visual Arts						
• balance			Art Evaluation and Careers	• Portfolio Project	Principles of Design	• Balance
					Layout	• Balance, Hierarchy, and Consistency
• contrast			Composition	• Drawing Practice	Principles of Design	• Contrast
					Layout	• General Layout Guidelines
• emphasis/focal point			Composition	• Drawing Practice	Principles of Design	• Dominance
					Layout	• Balance, Hierarchy, and Consistency
• movement/rhythm			Art Evaluation and Careers	• Portfolio Project	Principles of Design	• Rhythm
					Layout	• General Layout Guidelines
• proportion/scale			Composition	• Drawing Practice	Final Project and Exam	• Flag Design Final Project
					Layout	• Layout
• repetition			Art Evaluation and Careers	• Portfolio Project	Final Project and Exam	• Flag Design Final Project
					Layout	• General Layout Guidelines
• unity/harmony			Art Evaluation and Careers	• Portfolio Project	Principles of Design	• Harmony
					Layout	• Layout
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
Visual Arts						
• paint	Art at the Start: Early Civilization	• Prehistoric Expression: Making Pictures Teacher to add LiveLesson component to the lesson to include producing.				
• draw	Art at the Start: Early Civilization	• Prehistoric Expression: Making Pictures	Art Evaluation and Careers	• Portfolio Project	Layout	• Layout
• craft	Greece: Gods and Glory	• Greek Pottery Teacher to add				
• sculpt	Art at the Start: Early Civilization	• Art History A Midterm Project Teacher to add LiveLesson component to the lesson to include producing.				
	Greece: Gods and Glory	• Art History B Midterm Project				
• print					Final Project and Exam	• Flag Design Final Project
					Layout	• Layout
• design for environment, communication, multi-media					Designing for the Web	• Branding and Visual Identity
C. Integrate and apply advanced vocabulary to the arts forms.	Journey Through Ancient Art History	• The Principles of Art	Art Evaluation and Careers	• You're the Critic Practice Activity	Elements of Design	• Elements of Design Unit Test
	Greece: Gods and Glory	• Greek Architecture			Layout	• Test: Layout
D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate specific styles in combination through the production or performance of a unique work of art.	

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.			Drawing Gestures and Action	• Gesture and Action Drawing Project	Designing for the Web	• Branding and Visual Identity
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• Evaluating Art	Final Project and Exam	• Culminating Art Project
	Greece: Gods and Glory	• Art History B Midterm Project				
G. Analyze the effect of rehearsal and practice sessions.			Drawing Gestures and Action	• Gesture and Action Drawing Project		
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts atwork and performance spaces.						
• Evaluate the use and applications of materials.			Materials and Techniques	• Pencil Drawing Techniques		
• Evaluate issues of cleanliness related to the arts.			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate issues of cleanliness related to the arts.			
• Evaluate the use and applications of mechanical/electrical equipment.					Teacher to add LiveLesson component to provide students with the opportunity to evaluate the use and applications of mechanical/electrical equipment.	
• Evaluate differences among selected physical space/environment.			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate differences among selected physical space/environment.			

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Evaluate the use and apply safe methods for storing materials in the arts. 			Teacher to add LiveLesson component to Materials and Techniques to provide students with the opportunity to evaluate the use and apply safe methods for storing materials in the arts.			
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			Teacher to add LiveLesson component to Art Evaluation and Careers to provide students with the opportunity to distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.						
<ul style="list-style-type: none"> Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies). 					Art Form and Media	<ul style="list-style-type: none"> Graphic Design Media
<ul style="list-style-type: none"> Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band) 					Art Form and Media	<ul style="list-style-type: none"> Graphic Design Media
					Designing for the Web	<ul style="list-style-type: none"> Interface Design
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.					Art Form and Media	<ul style="list-style-type: none"> Graphic Design Media

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	Egypt: Art on the Nile	• An Oasis of Art: Geography and History			Graphic Design Style and Movements	• Victorian
	Greece: Gods and Glory	• The World of Ancient Greece				
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Egypt: Art on the Nile	• Grand New Egypt: King Tut and the New Kingdom			History of Graphic Design Part 1	• Art Deco
	Final Review and Exam	• Art History B Final Review				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Egypt: Art on the Nile	• A Grand New Egypt: Monuments to a Grand New Egypt			History of Graphic Design Part 2	• Project: History of Graphic Design
	Greece: Gods and Glory	• Hellenistic Sculpture				
D. Analyze a work of art from its historical and cultural perspective.	Art at the Start: Early Civilization	• Fertile Crescent: Sumerian Art and Architecture			History of Graphic Design Part 2	• Pop Art
	Ancient Rome: Art of an Empire	• Domestic Roman Architecture				
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)					History of Graphic Design Part 1	• Arts and Crafts
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	Greece: Gods and Glory	• The World of Ancient Greece			History of Graphic Design Part 1	• Arts and Crafts
G. Relate works in the arts to geographic regions:						
• Africa	Egypt: Art on the Nile	• An Oasis of Art: Art Written in Stone				
• Asia	Art at the Start: Early Civilization	• Fertile Crescent: Sumerian Art and Architecture				
• Australia	Journey Through Ancient Art History	• Elements of Art Teacher to add LiveLesson component to the lesson to include relating works in the arts to Australia.				

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Central America	Teacher to add LiveLesson component to Journey Through Ancient Art History to provide students with the opportunity to relate works in the arts to geographic regions: Central America.					
• Europe	Art at the Start: Early Civilization	• Prehistoric Expression: Stone Monoliths			History of Graphic Design Part 1	• Arts and Crafts
	Ancient Rome: Art of an Empire	• Roman Architecture: Arches and Columns				
• North America					History of Graphic Design Part 1	• Arts and Crafts
					History of Graphic Design Part 2	• Pop Art
• South America	Teacher to add LiveLesson component to Journey Through Ancient Art History to provide students with the opportunity to relate works in the arts to geographic regions: South America.					
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	Greece: Gods and Glory	• The World of Ancient Greece				
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Egypt: Art on the Nile	• Grand New Egypt: King Tut and the New Kingdom			History of Graphic Design Part 1	• Bauhaus
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).					Teacher to add LiveLesson component to History of Graphic Design Part 1 to provide students with the opportunity to identify, explain and analyze traditions as they relate to works in the arts.	
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	Greece: Gods and Glory	• Archaic Sculpture				
9.3. Critical Response						
A. Explain and apply the critical examination processes of works in the arts and humanities.						
• Compare and contrast	Greece: Gods and Glory	• Archaic Sculpture			What is Design?	• Design with a Purpose
• Analyze	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Interpret	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Form and test hypotheses	Art at the Start: Early Civilization	• Art History A Midterm Project			What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project
• Evaluate/form judgments	Art at the Start: Early Civilization	• Art History A Midterm Project	Art Evaluation and Careers	• You're the Critic Practice Activity	What is Design?	• Visual Literacy
	Greece: Gods and Glory	• Art History B Midterm Project			Final Project and Exam	• Culminating Art Project

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).					Teacher to add LiveLesson component to provide students with the opportunity to determine and apply criteria to a person’s work and works of others in the arts.	
C. Apply systems of classification for interpreting works in the arts and forming a critical response.					Final Project and Exam	• Culminating Art Project
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Art at the Start: Early Civilization	• Art History A Midterm Project			Final Project and Exam	• Culminating Art Project
	Greece: Gods and Glory	• Art History B Midterm Project				
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.						
• Contextual criticism					Final Project and Exam	• Culminating Art Project
• Formal criticism					Final Project and Exam	• Culminating Art Project
• Intuitive criticism					Final Project and Exam	• Culminating Art Project
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.					Final Project and Exam	• Culminating Art Project
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one’s own analysis and critique.					• Culminating Art Project	• Culminating Art Project

PA 23/24 Standards Art History A/B, Introduction to Drawing, Introduction to Graphic Design A/B	Art History A/B		Introduction to Drawing		Graphic Design A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.4. Aesthetic Response						
A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.			Teacher to add LiveLesson component to Art Evaluation and Careers to provide students with the opportunity to evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.			
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ 1938 radio broadcast, War of the Worlds).					History of Graphic Design Part 2	<ul style="list-style-type: none"> • Doo-Wop Teacher to add LiveLesson component to the lesson to analyze the effects on individuals and groups.
C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the performance of River Dance in a concert hall).	Teacher to add LiveLesson component to provide students with the opportunity to compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.					
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.					History of Graphic Design Part 1	<ul style="list-style-type: none"> • Arts and Crafts • Bauhaus

PA 23/24 Standards Discovering Music II & III	Discovering Music II		Discovering Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Music				
• duration	Rock-Solid Rhythm	• Short & Sweet		
• intensity	Musical Tapestry	• Composition/Improvisation Portfolio		
• pitch	Musical Tapestry	• Which Pitch?		
• timbre	Colors of the Orchestra	• The Art of Arranging Teacher to add LiveLesson component to lesson to include the qualities of timbre.		
Principles: Music				
• composition	Musical Tapestry	• Following the Leader	Creative Foundations	• Melodic Master
• form			Creative Foundations	• Making Melodies
• genre			Creative Foundations	• Back to the Top
• harmony	Musical Tapestry	• Intervals		
• rhythm	Rock-Solid Rhythm	• Back to the Basics		
• texture	Colors of the Orchestra	• Composition Portfolio Teacher to add LiveLesson component to lesson to include the qualities of texture.		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Music				
• sing			Creative Foundations	• Silence is Golden • Scale Singing
• play an instrument	Rock-Solid Rhythm	• Off the Beaten Path		
• read and notate music			Creative Foundations	• Major Keys
• compose and arrange	Musical Tapestry	• Composition/Improvisation Portfolio		
	Colors of the Orchestra	• Composition Portfolio		
• improvise	Musical Tapestry	• Composition/Improvisation Portfolio		
C. Know and use fundamental vocabulary within each of the arts forms.			Creative Foundations	• Melodic Master

D. Describe and use knowledge of a specific style within each art form through a performance or exhibition of a unique work.			Creative Foundations	• Melodic Master
E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.			Creative Foundations	• Melodic Master
F. Describe works of others through performance or exhibition in two art forms.	Teacher to add LiveLesson component to Musical Makings to provide students with the opportunity to describe works of others through performance or exhibition in two art forms.			
G. Identify the function and benefits of rehearsal and practice sessions.			Teacher to add LiveLesson component to provide students with the opportunity to identify the function and benefits of rehearsal and practice sessions.	
H. Use and maintain materials, equipment and tools safely at work and performance spaces.				
• Describe some materials used.	Colors of the Orchestra	• Instrument Families		
• Describe issues of cleanliness related to the arts.			Teacher to add LiveLesson component to provide students with the opportunity to describe issues of cleanliness related to the arts.	
• Describe types of mechanical/electrical equipment usage.			Teacher to add LiveLesson component to provide students with the opportunity to describe types of mechanical/electrical equipment usage.	
• Know how to work in selected physical space/environments.	Colors of the Orchestra	• The Role of the Conductor Teacher to add LiveLesson component to lesson to include how to work in selected physical space/environments.		
• Identify the qualities of safe props/stage equipment.			Teacher to add LiveLesson component to provide students with the opportunity to identify the qualities of safe props/stage equipment.	

• Describe methods for storing materials in the arts.			Teacher to add LiveLesson component to provide students with the opportunity to describe methods for storing materials in the arts.	
I. Describe arts events that take place in schools and in communities.			Teacher to add LiveLesson component to provide students with the opportunity to describe arts events that take place in schools and in communities.	
J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
• Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms).			Musical Influences	• Twentieth-Century Web
• Experiment with contemporary technologies (e.g., color fills on computers, texture methods on			Many Musical Roles	• A Musical Society
			Musical Influences	• MIDI
K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.			Musical Influences	• Technology and Music
9.2. Historical and Cultural Contexts				
A. Explain the historical, cultural and social context of an individual work in the arts.	Musical Makings	• Composer Spotlight: Romantic Period	Musical Influences	• Innovation
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Musical Makings	• Composer Spotlight: Baroque Period • Composer Spotlight: Classical Period	Musical Influences	• Innovation
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical,	Rock-Solid Rhythm	• Off the Beaten Path		
	Musical Makings	• Composer Spotlight: Romantic Period		
D. Analyze a work of art from its historical and cultural perspective.	Musical Makings	• Composer Spotlight: Baroque Period		
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	Musical Makings	• Composer Spotlight: The Twentieth Century		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.			A Musical Community	• Recording the Future
G. Relate works in the arts to geographic regions:				
• Africa			Musical Influences	• Innovation
• Asia	Musical Makings	• Composer Spotlight: The Twentieth Century	Musical Influences	• Innovation

• Australia			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to relate works in the arts to geographic regions: Central America.	
• Europe	Musical Makings	<ul style="list-style-type: none"> • Composer Spotlight: Baroque Period • Composer Spotlight: Classical Period • Composer Spotlight: Romantic Period 		
• North America			A Musical Community	• Music and Culture
• South America			A Musical Community	• Music and Culture Teacher to add LiveLesson component to the lesson to include relating works in the arts to geographic regions, South America.
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			Teacher to add LiveLesson component to A Musical Community to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			A Musical Community	<ul style="list-style-type: none"> • Music and Culture • Folk Forms
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Musical Makings	<ul style="list-style-type: none"> • Composer Spotlight: Romantic Period 		
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).			Musical Influences	• Innovation

L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).			A Musical Community	• Evolution of Rock
9.3. Critical Response				
A. Identify critical processes in the examination of works in the arts and humanities.				
• Compare and contrast	Musical Makings	• Composer Spotlight: Romantic Period	Musical Influences	• You Be the Judge
• Analyze			Musical Influences	• Impressionism
• Interpret			Musical Influences	• Twentieth-Century Web
• Form and test hypotheses			Teacher to add LiveLesson component to Creative Foundations to provide students with the opportunity to form and test hypotheses.	
• Evaluate/form judgments			Musical Influences	• You Be the Judge • Everyone's a Critic
B. Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg's <i>In the Hall of the Mountain King</i> and in tap dance).			Musical Influences	• MIDI
C. Classify works in the arts by forms in which they are found (e.g., farce, architecture, graphic design).			Many Musical Roles	• A Musical Society
D. Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.			A Musical Community	• Your Own Drum
E. Describe and use types of critical analysis in the arts and humanities.				
• Contextual criticism			Musical Influences	• Against the Grain
• Formal criticism			Musical Influences	• You Be the Judge • Everyone's a Critic
• Intuitive criticism			Musical Influences	• You Be the Judge
F. Know how to recognize the process of criticism in identifying and analyzing characteristics among works in the arts.			Musical Influences	• Everyone's a Critic
G. Describe a critic's position or opinion about selected works in the arts and humanities (e.g., student's presentation of a critical position on Walt Disney's <i>Evolution of Mickey and Minnie Mouse</i>).			Teacher to add LiveLesson component to Musical Influences to provide students with the opportunity to describe a critic's position or opinion about selected works in the arts and humanities.	

9.4. Aesthetic Response				
A. Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).			A Musical Community	<ul style="list-style-type: none"> • Musical Meditation • Music and Culture
B. Investigate and communicate multiple philosophical views about works in the arts.			Many Musical Roles	<ul style="list-style-type: none"> • A Musical Society
C. Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).			A Musical Community	<ul style="list-style-type: none"> • Musical Meditation
D. Explain choices made regarding media, technique, form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities (e.g., selection of stage lighting in Leonard Bernstein's West Side Story to communicate mood).			Musical Influences	<ul style="list-style-type: none"> • You Be the Judge • Everyone's a Critic

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts								
A. Know and use the elements and principles of each art form to create works in the arts and humanities.								
Elements: Music								
• duration			A Musical Adventure!	<ul style="list-style-type: none"> • Rhythm Teacher to add LiveLesson component to A Musical Adventure!: Rhythm to include duration. 	Creative Foundations	<ul style="list-style-type: none"> • Quarter Notes • Two Eighths for a Quarter • Two Quarters Make a Half • Two Halves Make a... 		
• intensity	Music and Me!	• Time to Sing!	High, Low, Loud, Soft!	<ul style="list-style-type: none"> • Shh . . . Did You Hear That? • Quiet Down, It's Loud in Here! • Which One Is It: Soft or Loud? 	Creative Foundations	<ul style="list-style-type: none"> • Making Choices: Loud or Soft Lessons describe qualities of intensity, namely dynamics. Teacher to add LiveLesson component to Creative Foundations: Making Choices: Loud or Soft to include intensity. 	Expressing Groovy Beats	• Loud and Soft
• pitch	Music and Me!	• Time to Sing!			Creative Foundations	<ul style="list-style-type: none"> • Pitch Perfect • A Musical Roller Coaster 	Expressing Groovy Beats	• Welcome to Music
• timbre			High, Low, Loud, Soft!	• What's that Sound?				
Principles: Music								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• composition			Singing, Moving, and Shaking!	• Music is Everywhere!	A Musician's Role	<ul style="list-style-type: none"> • Exploring Context • Responding Through Composition • Composing and Performing 	Expressing Groovy Beats	• Welcome to Music
• form							Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Baroque I • Romantic I Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Baroque I to include form.
• genre					Musical Cultures	• Discovering Musical Culture		
• harmony							Musical Palette	• A Musician's Palette
• rhythm	Music and Me!	• Getting the Rhythm!	Singing, Moving, and Shaking!	• Beat or Rhythm?	Creative Foundations	• Get the Rhythm	Expressing Groovy Beats	<ul style="list-style-type: none"> • Welcome to Music • Writing a Groovy Beat • Quicker Rhythms

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • texture 							Instrument Family Reunion	<ul style="list-style-type: none"> • Welcome to the Orchestra Teacher to add LiveLesson component to Instrument Family Reunion: Welcome to the Orchestra to include texture.
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.								
Music								
<ul style="list-style-type: none"> • sing 	Music and Me!	<ul style="list-style-type: none"> • Time to Sing! 	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> • Making a Melody • I Can Sing! 	Creative Foundations	<ul style="list-style-type: none"> • A Musical Roller Coaster 	Musical Palette	<ul style="list-style-type: none"> • Unit 2 Composition Portfolio
				A Musical Adventure!	<ul style="list-style-type: none"> • Sol and Mi Buddies! 			
<ul style="list-style-type: none"> • play an instrument 	High and Low, Loud and Soft	<ul style="list-style-type: none"> • A Little Bit Loud • A Little Bit Soft 	A Musical Adventure!	<ul style="list-style-type: none"> • Destination Island 	A Musician's Role	<ul style="list-style-type: none"> • Taking the Stage 	Musical Palette	<ul style="list-style-type: none"> • Unit 2 Composition Portfolio
<ul style="list-style-type: none"> • read and notate music 			A Musical Adventure!	<ul style="list-style-type: none"> • Seeing the Big Picture • Staircases in the House • Treasure Hunt 	A Musician's Role	<ul style="list-style-type: none"> • Creating Music • Taking the Stage 	Instrument Family Reunion	<ul style="list-style-type: none"> • The Band • Composition Portfolio

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• compose and arrange	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Exploring Europe Arriving in Australia Share Your Own Culture 			A Musician's Role	<ul style="list-style-type: none"> Exploring Context Responding Through Composition Composing and Performing 	Musical Palette	<ul style="list-style-type: none"> Unit 2 Composition Portfolio
• improvise	Music and Me!	<ul style="list-style-type: none"> Getting the Rhythm! 	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> Making a Melody 	Musical Cultures	<ul style="list-style-type: none"> Cool Jazz Country Crooning Rocking Out 	Expressing Groovy Beats	<ul style="list-style-type: none"> Quicker Rhythms
C. Recognize and use fundamental vocabulary within each of the arts forms.	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Full Scale 	Singing, Moving, and Shaking!	<ul style="list-style-type: none"> Beat or Rhythm? Making a Melody I'd Like to Write a Song! How Many Are Coming for Dinner? 	Creative Foundations	<ul style="list-style-type: none"> Get the Rhythm Pitch Perfect A Musical Roller Coaster Making Choices: Fast or Slow Making Choices: Loud or Soft 	Musical Palette	<ul style="list-style-type: none"> Unit 2 Composition Portfolio
D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Exploring Europe Arriving in Australia Share Your Own Culture 			The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... Impressed with Impressionism Express Yourself The Sounds of the Future Keeping Things Simple 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Baroque I Romantic I Romantic II

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.	Fast and Slow, Stop and Go	• Fast as a Hare!	High, Low, Loud, Soft!	• What's that Sound?	A Musician's Role	<ul style="list-style-type: none"> • Taking the Stage • Responding to Music • Exploring Context • Composing and Performing 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Baroque I • Romantic I • Romantic II
					The Art of Music	• Music and Storytelling		
F. Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso).							Teacher to add LiveLesson component to provide students with the opportunity to identify works of others through a performance or exhibition.	
G. Recognize the function of rehearsals and practice sessions.							Teacher to add LiveLesson component to provide students with the opportunity to recognize the function of rehearsals and practice sessions.	
H. Handle materials, equipment and tools safely at work and performance spaces.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify materials used. 	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft 	High, Low, Loud, Soft!	<ul style="list-style-type: none"> Up, Up, and Away! Putting Them Together Shh . . . Did You Hear That? 			Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra Strings Woodwinds Brass Percussion Keyboards
<ul style="list-style-type: none"> Identify issues of cleanliness related to the arts. 							Teacher to add LiveLesson component to provide students with the opportunity to identify issues of cleanliness related to the arts.	
<ul style="list-style-type: none"> Recognize some mechanical/electrical equipment. 					Musical Cultures	<ul style="list-style-type: none"> Experimenting With Electronic Music 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Recognize differences in selected physical space/environments. 							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey to provide students with the opportunity to recognize differences in selected physical space/environments.	
<ul style="list-style-type: none"> Recognize the need to select safe props/stage equipment. 							Teacher to add LiveLesson component to provide students with the opportunity to recognize the need to select safe props/stage equipment.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Identify methods for storing materials in the arts. 							Teacher to add LiveLesson component to provide students with the opportunity to identify methods for storing materials in the arts.	
I. Identify arts events that take place in schools and in communities.							Teacher to add LiveLesson component to provide students with the opportunity to identify arts events that take place in schools and in communities.	
J. Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). 	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft 	High, Low, Loud, Soft!	<ul style="list-style-type: none"> Up, Up, and Away! Putting Them Together Shh . . . Did You Hear That? 			Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra Strings Woodwinds Brass Percussion Keyboards
	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Arriving in Australia African Music Adventure 						
<ul style="list-style-type: none"> Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 							Instrument Family Reunion	<ul style="list-style-type: none"> Electronic Instruments
K. Know and use traditional and contemporary	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Little Bit Loud 					Instrument Family Reunion	<ul style="list-style-type: none"> Welcome to the Orchestra
9.2. Historical and Cultural Contexts								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Explain the historical, cultural and social context of an individual work in the arts.			Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Classical I • Modern
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).					The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Classical I
C. Relate works in the arts to varying styles and genre and					The Art of Music	<ul style="list-style-type: none"> • If It Isn't Baroque... • A Love of Nature 	Traveling Through Time:	• Early Western Classical Styles
D. Analyze a work of art from its historical and cultural perspective.	Music Around The World	• Exploring Europe	Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • Dance to the Music • If It Isn't Baroque... • A Love of Nature • Impressed with Impressionism • Express Yourself • Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			Sound Familiar?	• You and Me in the USA: Music and Culture	The Art of Music	<ul style="list-style-type: none"> • Impressed with Impressionism • Express Yourself • Breaking the Mold • The Sounds of the Future 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Early Western Classical Styles • Baroque I • Baroque II • Romantic I • Modern

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	High and Low, Loud and Soft	<ul style="list-style-type: none"> Notes on a Ladder High and Low Loud and Soft A Little Bit Loud A Little Bit Soft A Full Scale 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... A Love of Nature Impressed with Impressionism Express Yourself Breaking the Mold 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical I Romantic II
G. Relate works in the arts to geographic regions:								
<ul style="list-style-type: none"> Africa 	Music Around The World	<ul style="list-style-type: none"> African Music Adventure 	Sound Familiar?	<ul style="list-style-type: none"> African Music and Culture 				
<ul style="list-style-type: none"> Asia 	Music Around The World	<ul style="list-style-type: none"> Asian Music and Drama 	Sound Familiar?	<ul style="list-style-type: none"> China: Rhythms and Rhymes 				
<ul style="list-style-type: none"> Australia 	Music Around The World	<ul style="list-style-type: none"> Arriving in Australia 						
<ul style="list-style-type: none"> Central America 	Music Around The World	<ul style="list-style-type: none"> Rhythms of Latin America 						
<ul style="list-style-type: none"> Europe 	Music Around The World	<ul style="list-style-type: none"> Exploring Europe 					Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical I Classical II Romantic I Romantic II
<ul style="list-style-type: none"> North America 			Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture 	Musical Cultures	<ul style="list-style-type: none"> Cool Jazz 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Modern Modern II
<ul style="list-style-type: none"> South America 	Music Around The World	<ul style="list-style-type: none"> Rhythms of Latin America 						

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to Music Around the World to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.							
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Asian Music and Drama 			Musical Cultures	<ul style="list-style-type: none"> Cool Jazz Country Crooning 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles
					The Art of Music	<ul style="list-style-type: none"> If It Isn't Baroque... A Love of Nature Impressed with Impressionism Express Yourself Breaking the Mold The Sounds of the Future 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama 					Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Romantic I Modern
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture China: Rhythms and Rhymes 	Musical Cultures	<ul style="list-style-type: none"> Sharing Music the Old-Fashioned Way Cool Jazz Free Swinging Beats Down with the Blues Country Crooning Rocking Out Get the Beat with Hip-Hop 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World 			The Art of Music	<ul style="list-style-type: none"> A Love of Nature Impressed with Impressionism Express Yourself 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Romantic II
9.3. Critical Response								
A. Recognize critical processes used in the examination of works in the arts and humanities.								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Compare and contrast 	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> China: Rhythms and Rhymes We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> The Sounds of the Future 	Instrument Family Reunion	<ul style="list-style-type: none"> The Band
<ul style="list-style-type: none"> Analyze 	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Asian Music and Drama Arriving in Australia 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Music in Response to Art Creating Art in Response to Music 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Baroque II Romantic II
<ul style="list-style-type: none"> Interpret 	Music Around The World	<ul style="list-style-type: none"> Exploring Europe Arriving in Australia 			Creative Foundations	<ul style="list-style-type: none"> Making Choices: Loud or Soft 		
					The Art of Music	<ul style="list-style-type: none"> Music in Response to Art Creating Art in Response to Music 		
<ul style="list-style-type: none"> Form and test hypotheses 							Teacher to add LiveLesson component to provide students with the opportunity to form and test hypotheses.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> Evaluate/form judgments 	Music Around The World	<ul style="list-style-type: none"> Asian Music and Drama Exploring Europe 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> The Sounds of the Future 		
B. Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).	High and Low, Loud and Soft	<ul style="list-style-type: none"> A Full Scale 	Sound Familiar?	<ul style="list-style-type: none"> We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Making Music from Images Music in Response to Art 	Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Early Western Classical Styles Baroque I Baroque II Classical II Romantic II Modern II
C. Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).							Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> Introduction to Music History
D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.	Music Around The World	<ul style="list-style-type: none"> Starting a Trip Around the World Rhythms of Latin America Asian Music and Drama Exploring Europe Arriving in Australia African Music Adventure Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> You and Me in the USA: Music and Culture China: Rhythms and Rhymes We're Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> Music in Response to Art 	Musical Palette	<ul style="list-style-type: none"> A Musician's Palette Step Ladder Catchy Tunes Articulation Unit 2 Composition Portfolio

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Recognize and identify types of critical analysis in the arts and humanities.								
<ul style="list-style-type: none"> Contextual criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: contextual criticism.	
<ul style="list-style-type: none"> Formal criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: formal criticism.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • Intuitive criticism 							Teacher to add LiveLesson component to provide students with the opportunity to recognize and identify types of critical analysis in the arts and humanities: intuitive criticism.	
F. Know how to recognize and identify similar and different characteristics among works in the arts (e.g., Amish and Hawaiian quilts, Navaho weavings and Kente cloth from West Africa).	Music Around The World	<ul style="list-style-type: none"> • Share Your Own Culture 	Sound Familiar?	<ul style="list-style-type: none"> • China: Rhythms and Rhymes • We’re Not That Different After All! 	The Art of Music	<ul style="list-style-type: none"> • Impressed with Impressionism • Express Yourself 		

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
G. Know and demonstrate what a critic's position or opinion is related to works in the arts and humanities (e.g., I like patriotic songs because...; The movie was enjoyed for its exceptional special effects).					Teacher to add LiveLesson component to Musical Cultures: Your Musical Autobiography to provide students with the opportunity to know and demonstrate what a critic's position or opinion is related to works in the arts and humanities.			
9.4. Aesthetic Response								

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., “Can artworks that depict or are about ugly or unpleasant things ever be beautiful?”).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to know how to respond to a philosophical statement about works in the arts and humanities.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
B. Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to know how to communicate an informed individual opinion about the meaning of works in the arts.	

PA 23/24 Standards Experiencing Music I–III Discovering Music I	Experiencing Music I		Experiencing Music II		Experiencing Music III		Discovering Music I	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Recognize that the environment of the observer influences individual aesthetic responses to works in the arts (e.g., the effect of live music as opposed to listening to the same piece on a car radio).							Teacher to add LiveLesson component to Traveling Through Time: A Musical Journey: Modern II to provide students with the opportunity to recognize that the environment of the observer influences individual aesthetic responses to works in the arts.	
D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities (e.g., artist’s interpretation through the use of classical ballet of the American West in Agnes De Mille’s Rodeo).							Traveling Through Time: A Musical Journey	<ul style="list-style-type: none"> • Baroque I • Baroque II • Modern • Modern II

PA 23/24 Standards Exploring Music I III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
A. Know and use the elements and principles of each art form to create works in the arts and humanities.						
Elements: Music						
• duration			Cool Pulsations	• Rhythm—It's Everywhere! • Dots and Ties		
• intensity	Feel the Pulse	• Turn Up the Volume!	Cool Pulsations	• Speed It Up, Slow It Down		
• pitch	Building Blocks	• Notating Pitch	Absolute-ly	• Grand Staff		
• timbre	Building Blocks	• Compositional Tools				
Principles: Music						
• composition	Building Blocks	• Making Melodies				
• form			Absolute-ly	• Triads		
• genre			Absolute-ly	• Composition Portfolio		
• harmony			Architecturally Sound	• Organize Your Music		
• rhythm	Feel the Pulse	• Rhythmic Groove				
• texture	Building Blocks	• Texture	Architecturally Sound	• Organize Your Music		
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.						
Music						
• sing	Building Blocks	• Singing It				
• play an instrument	Building Blocks	• Do It Yourself				
• read and notate music	Building Blocks	• Major Scales	Absolute-ly	• Step Ladder		
• compose and arrange	Building Blocks	• Do It Yourself	Absolute-ly	• Composition Portfolio		
• improvise			Cool Pulsations	• Dots and Ties	A Musician's Role	• Spontaneous Compositions
C. Identify and use comprehensive vocabulary within each of the arts forms.			Architecturally Sound	• Organize Your Music		
D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.			Absolute-ly	• Composition Portfolio		
E. Communicate a unifying theme or point of view through the production of works in the arts.			Absolute-ly	• Composition Portfolio	Creative Foundations	• One Step at a Time
F. Explain works of others within each art form through performance or exhibition.					Creative Foundations	• Musical Communication
G. Explain the function and benefits of rehearsal and practice sessions.					Teacher to add LiveLesson component to provide students with the opportunity to explain the function and benefits of rehearsal and practice sessions.	
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.						
• Analyze the use of materials.	What Is an Orchestra	• What Is an Orchestra?				
• Explain issues of cleanliness related to the arts.					Teacher to add LiveLesson component to provide students with the opportunity to explain issues of cleanliness related to the arts.	
• Explain the use of mechanical/electrical equipment.	What Is an Orchestra	• Electronic Instruments				
• Demonstrate how to work in selected physical space/environment.	What Is an Orchestra	• What Is an Orchestra?				

PA 23/24 Standards Exploring Music I III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Demonstrate the selection of safe props/stage equipment.					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate the selection of safe props/stage equipment.	
• Demonstrate methods for storing materials in the arts.					Teacher to add LiveLesson component to provide students with the opportunity to demonstrate methods for storing materials in the arts.	
I. Know where arts events, performances and exhibitions occur and how to gain admission.					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to know where arts events, performances and exhibitions occur and how to gain admission.	
J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.						
• Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).	What Is an Orchestra	• Strings • Woodwinds				
• Explain and demonstrate contemporary technologies(e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).	What Is an Orchestra	• Electronic Instruments			A Musician's Role	• A Musical Society
K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	What Is an Orchestra	• Electronic Instruments			The Art of Music	• Technology in Music
9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	Time Travel	• The Classical Period				
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	Time Travel	• Introduction to Music History				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	Time Travel	• If It Ain't Baroque				
D. Analyze a work of art from its historical and cultural perspective.			Stylistic Imprints	• The Rebirth		
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)	Time Travel	• Isn't It Romantic?	Stylistic Imprints	• A Historical Journey		
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.					The Art of Music Musical Cultures	• Artistic Influence • Music and Culture
G. Relate works in the arts to geographic regions:						
• Africa	What Is an Orchestra	• The Percussion Family			Musical Cultures	• Music and Culture
• Asia	What Is an Orchestra	• Strings			The Art of Music	• Tradition vs. Innovation

PA 23/24 Standards Exploring Music I III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Australia					Teacher to add LiveLesson component to Musical Cultures to provide students with the opportunity to relate works in the arts to geographic regions: Australia.	
• Central America					Musical Cultures	• Music and Language Teacher to add LiveLesson component to lesson to include works of art in Central America.
• Europe	Time Travel	• If It Ain't Baroque • The Classical Period • Isn't It Romantic?				
• North America					Musical Cultures	• Music and Culture
• South America					Musical Cultures	• Music and Language Teacher to add LiveLesson component to lesson to include works of art in South America.
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.					Teacher to add LiveLesson component to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical			Stylistic Imprints	• A Historical Journey	A Musician's Role	• Enhanced Listening
					Musical Cultures	• Music and Culture
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).			Stylistic Imprints	• A Historical Journey		
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling- plays, oral histories- poetry, work songs- blue grass).					The Art of Music	• Tradition vs. Innovation
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).			Stylistic Imprints	• Baroque Brilliance		
9.3. Critical Response						
A. Know and use the critical process of the examination of works in the arts and humanities.						
• Compare and contrast			Stylistic Imprints	• The First Viennese School	The Art of Music	• You Be the Judge • Tradition vs. Innovation
• Analyze	Feel the Pulse	• Silence, Please!				
	What Is an Orchestra	• What Is an Orchestra?				
• Interpret					Creative Foundations	• Making Melodies
					A Musician's Role	• Enhanced Listening
• Form and test hypotheses	Building Blocks	• About the Bass				
• Evaluate/form judgments					The Art of Music	• You Be the Judge
B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).	What Is an Orchestra	• What Is an Orchestra				

PA 23/24 Standards Exploring Music I III	Exploring Music I		Exploring Music II		Exploring Music III	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).			Architecturally Sound	• Mozart: The Magic Flute I & II		
D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.			Stylistic Imprints	• Copy Me!		
E. Interpret and use various types of critical analysis in the arts and humanities.						
• Contextual criticism					The Art of Music	• You Be the Judge • Popular Music
• Formal criticism					The Art of Music	• You Be the Judge
• Intuitive criticism					The Art of Music	• Everyone's A Critic
F. Apply the process of criticism to identify characteristics among works in the arts.					The Art of Music	• You Be the Judge
G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's Swan Lake).	Time Travel	• Beethoven Teacher to add LiveLesson component to include compare and contrast critical positions.				
9.4. Aesthetic Response						
A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).					The Art of Music	• Current Artistic Communities
B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserv or at an artist's website).					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to compare and contrast informed individual opinions about the meaning of works in the arts to others.	
C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's Cats).			Stylistic Imprints	• Life and Times in the Middle Ages		
D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's Destructive Periods in Russia During Stalin's and Deniken's Leadership conveys her memories and emotions of a specific incident).					Teacher to add LiveLesson component to The Art of Music to provide students with the opportunity to describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.	

PA 23/24 Standards Living Music I & II	Living Music I		Living Music II	
	Unit Name	Lesson Name	Unit Name	Lesson Name
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
A. Know and use the elements and principles of each art form to create works in the arts and humanities.				
Elements: Music				
• duration	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> Measuring Time: Beats and Duration Measuring Time: New Notes Measuring Silence: Rests Grouping Beats Breaking the Pattern 	Inspired to Move	<ul style="list-style-type: none"> Getting Started Rhythm: The Building Blocks Meter: It's Simple Working Together: Texture Portfolio Meter: Not So Simple
	Keeping Score: Understanding Music Notation	• Composition Portfolio	Inspired to Relate	• Your Turn: Composition Portfolio
• intensity	Keeping Time: Understanding Rhythm	• Dynamics	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> Themes and Forms Finishing Touches: Ornamentation and Articulation Composition Portfolio 	Inspired to Relate	• Your Turn: Composition Portfolio
	It's All Relative: The Musical Family Tree	• Correcting the Concerto Portfolio	Inspired to Create	• The Romantic Period: Not Just for Romance I
• pitch	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	• Getting Started
	Keeping Score: Understanding Musical Notation	<ul style="list-style-type: none"> Introduction to Musical Notation Pitch Intervals Major Scales and Key Signatures Minor Scales and More Composition Portfolio 	Inspired to Relate	<ul style="list-style-type: none"> The Warm-Up Pitch Intervals: Quantity and Quality In Harmony: Triads Beyond Do, Re, Mi: All Sorts of Scales Unlocking Key Signatures Not-By-Accidentals Fully Functional Conclusive Cadences Your Turn: Composition Portfolio
• timbre	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> Welcome to Music Measuring Time: Beats and Duration 	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	• Composition Portfolio		
	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> What Is an Orchestra? Chamber Music 		
Principles: Music				
• composition	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	• Getting Started
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> Phrases and Cadences Composition Portfolio 	Inspired to Relate	• Your Turn: Composition Portfolio

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
• form	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Themes and Forms • Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit I • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Mozart's Marvelous Melodies 	Inspired to Understand	<ul style="list-style-type: none"> • Introduction to Analysis • Bach: Brandenburg Concerto No. 5 I • Schubert: Piano Trio No. 1 III • Brahms: Piano Concerto No. 2 III
• genre	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Pre-Baroque and Baroque Periods • The Classical Period • The Romantic Period • Twentieth and Twenty-First Century Music • Stylistic Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> • The Middle Ages and the Renaissance • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
• harmony	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Intervals • Chords and Harmony • Composition Portfolio 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started
			Inspired to Relate	<ul style="list-style-type: none"> • The Warm-Up Pitch • Intervals: Quantity and Quality • In Harmony: Triads • Beyond Do, Re, Mi: All Sorts of Scales • Fully Functional • Your Turn: Composition Portfolio
• rhythm	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Measuring Time: Beats and Duration • Measuring Time: New Notes • Measuring Silence: Rests • Grouping Beats • Breaking the Pattern 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Rhythm: The Building Blocks • Meter: It's Simple! • Working Together: Texture Portfolio • Meter: Not So Simple
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Composition Portfolio 		
• texture	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Measuring Time: Beats and Duration • Texture • Composition Portfolio 	Inspired to Relate	<ul style="list-style-type: none"> • Your Turn: Composition Portfolio
B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.				
Music				

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
• sing	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Phrases and Cadences • Finishing Touches: Ornamentation and Articulation 	Inspired to Relate	<ul style="list-style-type: none"> • The Warm-Up Pitch • Intervals: Quantity and Quality • In Harmony: Triads • Beyond Do, Re, Mi: All Sorts of Scales • Not-By-Accidentals
• play an instrument	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Major Scales and Key Signatures 	Inspired to Create	• The Middle Ages and the Renaissance
	It's All Relative: The Musical Family Tree	• The String Family		
• read and notate music	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Grouping Beats • Conducting Patterns and Tempo • Breaking the Pattern • Dynamics 	Inspired to Move	<ul style="list-style-type: none"> • Rhythm: The Building Blocks • Working Together: Texture Portfolio
• compose and arrange	Keeping Time: Understanding Rhythm	• Grouping Beats	Inspired to Relate	• Your Turn: Composition Portfolio
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Major Scales and Key Signatures • Texture • Composition Portfolio 	Inspired to Create	• The Enlightened Classical Spirit II: Composition
			Inspired to Understand	• Mozart: The Magic Flute I
• improvise	Keeping Time: Understanding Rhythm	• Welcome to Music	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
C. Integrate and apply advanced vocabulary to the arts forms.	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Dynamics 	Inspired to Move	<ul style="list-style-type: none"> • Getting Started • Working Together: Texture Portfolio
	It's All Relative: The Musical Family Tree	• The String Family	Inspired to Understand	• Brahms: Piano Concerto No. 2 III
	The Big Picture: Music History and Styles	• Twentieth and Twenty-First Century Music		
D. Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Stylistic Composition Portfolio Teacher to add LiveLesson component to The Big Picture: Music History and Styles: Stylistic Composition Portfolio to include combinations of specific styles.	Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit II: Composition • No Holds Barred: Music of the Twentieth Century
E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.	Keeping Time: Understanding Rhythm	• Welcome to Music		
F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	Keeping Score: Understanding Music Notation	• Themes and Forms	Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Middle Ages and the Renaissance • The Enlightened Classical Spirit I • The Enlightened Classical Spirit II: Composition • The Romantic Period: Not Just for Romance I • Rise of the Jazz Cats

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Beethoven's Revolutionary Writing • The Romantic Period • Debussy's Desires and Dreams 		
G. Analyze the effect of rehearsal and practice sessions.	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music Teacher to add LiveLesson component to Keeping Time: Understanding Rhythm: Welcome to Music to include analyzing.		
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Major Scales and Key Signatures 		
H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.				
<ul style="list-style-type: none"> • Evaluate the use and applications of materials. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate the use and applications of materials.			
<ul style="list-style-type: none"> • Evaluate issues of cleanliness related to the arts. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate issues of cleanliness related to the arts.			
<ul style="list-style-type: none"> • Evaluate the use and applications of mechanical/electrical equipment. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		
<ul style="list-style-type: none"> • Evaluate differences among selected physical space/environment. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music 		
<ul style="list-style-type: none"> • Evaluate the use and applications of safe props/stage equipment. 	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree to provide students with the opportunity to evaluate the use and applications of safe props/stage equipment.			
<ul style="list-style-type: none"> • Evaluate the use and apply safe methods for storing materials in the arts. 	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to include evaluating.		

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.			Teacher to add LiveLesson component to Inspired to Create to provide students with the opportunity to distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	
J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.				
• Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies).	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • The String Family • The Woodwind Family • The Brass Family • The Percussion Family • Keyboard Instruments 		
• Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics,	It's All Relative: The Musical Family Tree	• The String Family		
	The Big Picture: Music History and Styles	• Twentieth and Twenty-First Century Music		
K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.	Teacher to add LiveLesson component to It's All Relative: The Musical Family Tree: The String Family to provide students with the opportunity to analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.			
9.2. Historical and Cultural Contexts				
A. Explain the historical, cultural and social context of an individual work in the arts.			Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Middle Ages and the Renaissance • Baroque Grandeur I • Baroque Grandeur II
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).			Teacher to add LiveLesson component to Inspired to Create: Rise of the Jazz Cats to provide students with the opportunity to relate works in the arts chronologically to historical events.	

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Behold, the Beauty of Bach • The Classical Period • Mozart's Marvelous Melodies • Chopin's Lacy Lyricism • Twentieth and Twenty-First Century Music • Debussy's Desires and Dreams • Stylistic Composition Portfolio 	Inspired to Create	<ul style="list-style-type: none"> • The Middle Ages and the Renaissance • Baroque Grandeur I • Baroque Grandeur II • The Enlightened Classical Spirit I • The Romantic Period: Not Just for Romance I • The Romantic Period: Not Just for Romance II • No Holds Barred: Music of the Twentieth Century
D. Analyze a work of art from its historical and cultural perspective.	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Debussy's Desires and Dreams 	Inspired to Create	<ul style="list-style-type: none"> • The Middle Ages and the Renaissance • The Enlightened Classical Spirit I • Rise of the Jazz Cats
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)			Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Enlightened Classical Spirit I • The Enlightened Classical Spirit II: Composition • Rise of the Jazz Cats
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music 	Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music
G. Relate works in the arts to geographic regions:				
<ul style="list-style-type: none"> • Africa 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Africa.			
<ul style="list-style-type: none"> • Asia 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Asia.			
<ul style="list-style-type: none"> • Australia 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Australia.			

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
<ul style="list-style-type: none"> • Central America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Central America.			
<ul style="list-style-type: none"> • Europe 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: Europe.			
<ul style="list-style-type: none"> • North America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: North America.			
<ul style="list-style-type: none"> • South America 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to relate works in the arts to geographic regions: South America.			
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.			
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).			Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit I
J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).				<ul style="list-style-type: none"> • The Enlightened Classical Spirit II: Composition • The Romantic Period: Not Just for Romance II • Rise of the Jazz Cats
K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., storytelling-plays, oral histories- poetry, work songs- blue grass).	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music 	Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • The Middle Ages and the Renaissance • The Romantic Period: Not Just for Romance II

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Themes and Forms • Finishing Touches: Ornamentation and Articulation 		<ul style="list-style-type: none"> • The Enlightened Classical Spirit I • The Romantic Period: Not Just for Romance I • Mozart: The Magic Flute III
9.3. Critical Response				
A. Explain and apply the critical examination processes of works in the arts and humanities.				
<ul style="list-style-type: none"> • Compare and contrast 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music 	Inspired to Understand	<ul style="list-style-type: none"> • Bach: Brandenburg Concerto No. 5 IV • Mozart: The Magic Flute II • Mozart: The Magic Flute III • Brahms: Piano Concerto No. 2 III
	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Minor Scales and More 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Chopin's Lacy Lyricism 		
<ul style="list-style-type: none"> • Analyze 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Welcome to Music • Measuring Time: Beats and Duration • Measuring Time: New Notes • Measuring Silence: Rests • Grouping Beats • Conducting Patterns and Tempo • Breaking the Pattern • Dynamics 	Inspired to Understand	<ul style="list-style-type: none"> • Bach: Brandenburg Concerto No. 5 I • Bach: Brandenburg Concerto No. 5 II • Bach: Brandenburg Concerto No. 5 III • Bach: Brandenburg Concerto No. 5 IV • Mozart: The Magic Flute I • Mozart: The Magic Flute II • Mozart: The Magic Flute III • Schubert: Piano Trio No. 1 I • Schubert: Piano Trio No. 1 II • Brahms: Piano Concerto No. 2 I • Brahms: Piano Concerto No. 2 II
<ul style="list-style-type: none"> • Interpret 			Inspired to Create	<ul style="list-style-type: none"> • The Enlightened Classical Spirit I
			Inspired to Understand	<ul style="list-style-type: none"> • Mozart: The Magic Flute II • Brahms: Piano Concerto No. 2 I • Brahms: Piano Concerto No. 2 II
<ul style="list-style-type: none"> • Form and test hypotheses 	Keeping Score: Understanding Music Notation	<ul style="list-style-type: none"> • Introduction to Musical Notation • Minor Scales and More 		
<ul style="list-style-type: none"> • Evaluate/form judgments 	Keeping Time: Understanding Rhythm	<ul style="list-style-type: none"> • Measuring Silence: Rests 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • Twentieth and Twenty-First Century Music 		
B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to determine and apply criteria to a person’s work and works of others in the arts.			

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to apply systems of classification for interpreting works in the arts and forming a critical response.			
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.			
E. Examine and evaluate various types of critical analysis of works in the arts and humanities.				
<ul style="list-style-type: none"> Contextual criticism 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: contextual criticism.			
<ul style="list-style-type: none"> Formal criticism 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: formal criticism.			
<ul style="list-style-type: none"> Intuitive criticism 	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to examine and evaluate various types of critical analysis of works in the arts and humanities: intuitive criticism.			
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> The Study of Music Teacher to add LiveLesson component to The Big Picture: Music History and Styles: The Study of Music to include analyzing.		

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts				
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	Teacher to add LiveLesson component to The Big Picture: Music History and Styles to provide students with the opportunity to analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.			
9.4. Aesthetic Response				
A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.			Teacher to add LiveLesson component to Inspired to Create: The Enlightened Classical Spirit I to provide students with the opportunity to evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.	
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles' 1938 radio broadcast, War of the Worlds).			Inspired to Create	<ul style="list-style-type: none"> • More than Entertainment: Functions of Music • Rise of the Jazz Cats
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional Irish dance at county fair versus the	It's All Relative: The Musical Family Tree	<ul style="list-style-type: none"> • Chamber Music 		
	The Big Picture: Music History and Styles	<ul style="list-style-type: none"> • The Study of Music • Beethoven's Revolutionary Writing 		
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.			Inspired to Create	<ul style="list-style-type: none"> • Baroque Grandeur I • The Enlightened Classical Spirit I

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
11.1. Financial and Resource Management		
A. Analyze current conservation practices and their effect on future renewable and non-renewable resources.		
• Refuse	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Reduce	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Reuse	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
• Recycle	In the Garden	<ul style="list-style-type: none"> • What It Means to Be Green Teacher to add LiveLesson component to the lesson to include analyzing.
B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).	In the Store	<ul style="list-style-type: none"> • Money Sense Teacher to add LiveLesson component to the lesson to include explaining.
C. Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).	Teacher to add LiveLesson component to provide students with the opportunity to delineate and assess the factors affecting the availability of housing.	
D. Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).	Teacher to add LiveLesson component to provide students with the opportunity to explain how consumer rights and responsibilities are protected.	
E. Compare the influences of income and fringe benefits to make decisions about work.	Teacher to add LiveLesson component to provide students with the opportunity to compare the influences of income and fringe benefits to make decisions about work.	
F. Evaluate different strategies to obtain consumer goods and services.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate different strategies to obtain consumer goods and services.	
G. Analyze how public, nonpublic and for-profit service providers serve the family.	Teacher to add LiveLesson component to provide students with the opportunity to analyze how public, nonpublic and for-profit service providers serve the family.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
11.2. Balancing Family, Work and Community Responsibility		
A. Solve dilemmas using a practical reasoning approach		
• Identify situation	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to identify situation.	
• Identify reliable information	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to identify reliable information.	
• List choices and examine the consequences of each	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to list choices and examine the consequences of each.	
• Develop a plan of action	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to develop a plan of action.	
• Draw conclusions	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to draw conclusions.	
• Reflect on decisions	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to reflect on decisions.	
B. Know FCCLA action planning procedure and how to apply it to family, work and community decisions.	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to know FCCLA action planning procedure and how to apply it to family, work and community decisions.	
C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.	In the Family	• Family Outing Teacher to add LiveLesson component to the lesson to include assessing.
D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen).	In the Family	• Pet Care
E. Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to evaluate the impact of technology and justify the use or nonuse of it.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
F. Contrast past and present family functions and predict their probable impact on the future of the family.	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to contrast past and present family functions and predict their probable impact on the future of the family.	
G. Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).	Teacher to add LiveLesson component to In the Family to provide students with the opportunity to explain the influences of family life cycle stages on the needs of families and communities.	
H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.	In the Family	<ul style="list-style-type: none"> • Family Outing Teacher to add LiveLesson component to the lesson to include justifying the significance of interpersonal communication skills.
11.3. Food Science and Nutrition		
A. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to explain how scientific and technological developments enhance our food supply.	
B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.	
C. Analyze the impact of food addictions and eating disorders on health.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze the impact of food addictions and eating disorders on health.	
D. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze relationship between diet and disease and risk factors.	

PA 23/24 Standards Home Life	Home Life	
	Unit Name	Lesson Name
E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.	Teacher to add LiveLesson component to In the Kitchen to provide students with the opportunity to analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.	
F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).	In the Kitchen	<ul style="list-style-type: none"> • Pizza Pie Teacher to add LiveLesson component to the lesson to include hypothesizing.
G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	In the Kitchen	<ul style="list-style-type: none"> • Baking Teacher to add LiveLesson component to the lesson to include analyzing preservation.
11.4. Child Development		
A. Analyze physical, intellectual and social/emotional development in relation to theories of child development.	Teacher to add LiveLesson component to provide students with the opportunity to analyze physical, intellectual and social/emotional development in relation to theories of child development.	
B. Evaluate health and safety hazards relating to children at each stage of child development.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate health and safety hazards relating to children at each stage of child development.	
C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.	Teacher to add LiveLesson component to provide students with the opportunity to evaluate various environments to determine if they provide the characteristics of a proper learning environment.	
D. Analyze the roles, responsibilities and opportunity for family involvement in schools.	Teacher to add LiveLesson component to provide students with the opportunity to analyze the roles, responsibilities and opportunity for family involvement in schools.	
E. Explain how storytelling, story reading and writing enhance literacy development in children.	Teacher to add LiveLesson component to provide students with the opportunity to explain how storytelling, story reading and writing enhance literacy development in children.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health								
A. Identify and describe the stages of growth and development.								
• infancy							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: infancy.	
• childhood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: childhood.	
• adolescence							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: adolescence.	
• adulthood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: adulthood.	
• late adulthood							Teacher to add LiveLesson component to provide students with the opportunity to identify and describe the stages of growth and development: late adulthood.	
B. Identify and know the location and function of the major body organs and systems.								
• circulatory					How Strong Are You?	• Jump Start Your Heart		
• respiratory	Effects of Exercise	• The Lungs						
• muscular	Effects of Exercise	• Building Muscle Strength					Your Body and Exercise	• Body Composition
• skeletal							Developing a Healthy Exercise Routine	• Strength and Endurance Training
• digestive							Your Body and Exercise	• Body Composition
							Teacher to add LiveLesson component to provide students with the opportunity to identify and know the location and function of the major body organs and systems: digestive.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Explain the role of the food guide pyramid in helping people eat a healthy diet.								
• food groups			Making Healthy Choices	• Nutrition: USDA's MyPlate • Nutrition: Choosing Healthy Food	Making Healthy Choices	• Nutrition: MyPlate • Nutrition: Choosing Healthy Food	Your Body and Exercise	• Nutrition and Healthy Eating
• number of servings			Making Healthy Choices	• Nutrition: USDA's MyPlate	Making Healthy Choices	• Nutrition: MyPlate	Your Body and Exercise	• Nutrition and Healthy Eating
• variety of food			Making Healthy Choices	• Nutrition: Choosing Healthy Food	Making Healthy Choices	• Nutrition: MyPlate	Your Body and Exercise	• Nutrition and Healthy Eating
• nutrients							Your Body and Exercise	• Nutrition and Healthy Eating
D. Know age appropriate drug information.								
• definition of drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: definition of drugs.	
• effects of drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: effects of drugs.	
• proper use of medicine							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: proper use of medicine.	
• healthy/unhealthy risk-taking (e.g. inhalant use, smoking)					How Strong Are You?	• Jump Start Your Heart Smoking is mentioned as a risk/bad habit for your health. Teacher to add LiveLesson component to the lesson to include knowing age appropriate drug information.		
• skills to avoid drugs							Teacher to add LiveLesson component to provide students with the opportunity to know age appropriate drug information: skills to avoid drugs.	
E. Identify types and causes of common health problems of children.								
• infectious diseases (e.g., colds, flu, chickenpox)							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: infectious diseases.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• noninfectious diseases (e.g., asthma, hay fever, allergies, lyme disease)							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: noninfectious diseases.	
• germs							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: germs.	
• pathogens							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: pathogens.	
• heredity							Teacher to add LiveLesson component to provide students with the opportunity to identify types and causes of common health problems of children: heredity.	
10.2. Healthful Living								
A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.			Making Healthy Choices	• Personal Hygiene Teacher to add LiveLesson component to the lesson to include identifying community helpers that promote health and prevent the spread of disease.	Making Healthy Choices	• Personal Hygiene Teacher to add LiveLesson component to the lesson to include identifying community helpers that promote health and prevent the spread of disease.		
B. Identify health-related information.								
• signs and symbols					Teacher to add LiveLesson component to Making Healthy Choices: Nutrition: MyPlate to provide students with the opportunity to identify health-related information: signs and symbols.			
• terminology					How Strong Are You?	• Get Up and Dance! • Lets Build Your Muscles!	Your Body and Exercise	• Body Composition • The Importance of Fluids
• products and services							Your Body and Exercise	• The Importance of Fluids
C. Identify media sources that influence health and safety.			Making Healthy Choices	• Nutrition: USDA's MyPlate	Making Healthy Choices	• Nutrition: MyPlate		

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Identify the steps in a decision-making process.							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to identify the steps in a decision-making process.	
E. Identify environmental factors that affect health.								
• pollution (e.g., air, water, noise, soil)							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: pollution.	
• waste disposal							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: waste disposal.	
• temperature extremes							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: temperature extremes.	
• insects/animals							Teacher to add LiveLesson component to provide students with the opportunity to identify environmental factors that affect health: insects/animals.	
10.3. Safety and Injury Prevention								
A. Recognize safe/unsafe practices in the home, school and community.								
• general (e.g., fire, electrical, animals)							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: general.	
• modes of transportation (e.g., pedestrian, bicycle, vehicular)							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: modes of transportation.	
• outdoor (e.g., play, weather, water)	Responsibility, Respect, and Enjoyment	• Staying Safe in the Water					Your Body and Exercise	• Injuries

Attachment A - Supplemental Information for Appendix A

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> safe around people (e.g., safe/unsafe touch, abuse, stranger, bully) 							Teacher to add LiveLesson component to provide students with the opportunity to recognize safe/unsafe practices in the home, school and community: safe around people.	
B. Recognize emergency situations and explain appropriate responses.								
<ul style="list-style-type: none"> importance of remaining calm 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: importance of remaining calm.							
<ul style="list-style-type: none"> how to call for help 	Responsibility, Respect, and Enjoyment	<ul style="list-style-type: none"> Emergencies 						
<ul style="list-style-type: none"> simple assistance procedures 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: simple assistance procedures.							
<ul style="list-style-type: none"> how to protect self 	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment: Emergencies to provide students with the opportunity to recognize emergency situations and explain appropriate responses: how to protect self.							
C. Recognize conflict situations and identify strategies to avoid or resolve.								
<ul style="list-style-type: none"> walk away 							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: walk away.	
<ul style="list-style-type: none"> I-statements 							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: I-statements.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• refusal skills							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: refusal skills.	
• adult intervention							Teacher to add LiveLesson component to provide students with the opportunity to recognize conflict situations and identify strategies to avoid or resolve: adult intervention.	
D. Identify and use safe practices in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).	Physically Active Lifestyle	• Physical Activities					Your Body and Exercise	• Injuries
	Responsibility, Respect, and Enjoyment	• Importance of Following Rules • Dressing for Physical Activity • Using Equipment					Developing a Healthy Exercise Routine	• A Healthy Exercise Routine • Flexibility Training
10.4. Physical Activity								
A. Identify and engage in physical activities that promote physical fitness and health.	Physically Active Lifestyle	• Physical Activities	Get Up and Move	• Introduction to Physical Education 1	Get Up and Move	• Introduction to Physical Education 2	The Presidential Fitness Challenge: Introduction	• About the President's Challenge
B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	Physically Active Lifestyle	• Benefits of Physical Activity • Feelings and Physical Activity			Making Healthy Choices	• Exercise		
	Effects of Exercise	• Daily Physical Activity			How Strong Are You?	• Jump Start Your Heart		
C. Know and recognize changes in body responses during moderate to vigorous physical activity.								
• heart rate	Effects of Exercise	• Do You Notice a Change?	Making Healthy Choices	• Exercise	Making Healthy Choices	• Exercise		
• breathing rate	Effects of Exercise	• Do You Notice a Change?			Making Healthy Choices	• Exercise		
D. Identify likes and dislikes related to participation in physical activities.	Physically Active Lifestyle	• Enjoyable Physical Activities						
E. Identify reasons why regular participation in physical activities improves motor skills.					Teacher to add LiveLesson component to Making Healthy Choices: Exercise to provide students with the opportunity to identify reasons why regular participation in physical activities improves motor skills.			
F. Recognize positive and negative interactions of small group activities.								
• roles (e.g., leader, follower)	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment to provide students with the opportunity to recognize positive and negative interactions of small group activities: roles.							

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• cooperation/sharing	Responsibility, Respect, and Enjoyment	• Working Together			Games from Around the World	• Germany: Hit the Pot and Sardines		
• on task participation	Teacher to add LiveLesson component to Responsibility, Respect, and Enjoyment to provide students with the opportunity to recognize positive and negative interactions of small group activities: on task participation.							
10.5. Concepts, Principles and Strategies of Movement								
A. Recognize and use basic movement skills and concepts.								
• locomotor movements (e.g., run, leap, hop)	Introduction to Common Movements	• Moving Forward, Sideways, and Backward	Get Up and Move	• Side Straddle Hop • Marsupial Mania	Get Up and Move	• Side Straddle Hop	Moving, Stretching, and Strengthening	• Jumping and Leaping
	Let's Move	• Let's Travel			Games You Can Make!	• Make Your Own Cheerleader Pompons • Make Your Own Coffee Can Stilts		
• non-locomotor movements (e.g., bend, stretch, twist)	Introduction to Common Movements	• Stretching			Get Up and Move	• Space Awareness: Balance • Where Are You Going?	The Presidential Fitness Challenge: Introduction	• Terrific Trunk Lift and Stretchy Sit-and-Reach
	Let's Move	• Bending, Pushing, Pulling, and Squatting • Twist and Bend your Body					Developing a Healthy Exercise Routine	• Flexibility Training
							Moving, Stretching, and Strengthening	• Twist and Turn
• manipulative movements (e.g., throw, catch, kick)	Introduction to Common Movements	• Playing Ball	Get Up and Move	• Ping-Pong Pass	Get Up and Move	• Body Toss	Moving, Stretching, and Strengthening	• Did You Catch That?
• relationships (e.g., over, under, beside)	Introduction to Common Movements	• Determining Direction						
• combination movements (e.g., locomotor, non-locomotor, manipulative)	Introduction to Common Movements	• Balancing and Body Parts	Get Up and Move	• Limbo Lights	Get Up and Move	• Tightrope Walker	Games Around the World	• Europe
					Games You Can Make!	• Make Your Own Swirling Dancing Ribbons		
• space awareness (e.g., self-space, levels, pathways, directions)	Let's Move	• My Space, Our Space			Games You Can Make!	• Make Your Own Swirling Dancing Ribbons	Moving, Stretching, and Strengthening	• Move It! • Which Way Am I Going?
• effort (e.g., speed, force)	Let's Move	• Are You Fast or Slow?	Get Up and Move	• Plyometrics	Get Up and Move	• Jumping Jacks to the Music	Moving, Stretching, and Strengthening	• Upper Body Strength
					Games You Can Make!	• Ab Wheelie • Beach Ball Lift		
B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.								
• form							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: form.	

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• developmental differences							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: developmental differences.	
• critical elements							Teacher to add LiveLesson component to Your Body and Exercise to provide students with the opportunity to recognize and describe the concepts of motor skill development using appropriate vocabulary: critical elements.	
• feedback							Your Body and Exercise	• The Importance of Fluids
C. Know the function of practice.			Get Up and Move	• Plyometrics				
D. Identify and use principles of exercise to improve movement and fitness activities.								
• frequency/how often to exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• intensity/how hard to exercise					How Strong Are You?	• Let's Build Your Muscles!	Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• time/how long to exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
• type/what kind of exercise							Developing a Healthy Exercise Routine	• A Healthy Exercise Routine
E. Know and describe scientific principles that affect movement and skills using appropriate vocabulary.								
• gravity						Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: gravity.		
• force production/absorption						Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: force production/absorption.		
• balance					Get Up and Move	• Space Awareness: Balance	Moving, Stretching, and Strengthening	• I Am Strong and Sturdy
					Games from Around the World	• Greece: The Snail Game		

PA 23/24 Standards Physical Education: K–3	Physical Education K		Physical Education 1		Physical Education 2		Physical Education 3	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• rotation					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to know and describe scientific principles that affect movement and skills using appropriate vocabulary: rotation.			
F. Recognize and describe game strategies using appropriate vocabulary.								
• faking/dodging					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: faking/dodging.			
• passing/receiving					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: passing/receiving.			
• MOVING to be open					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: MOVING to be open.			
• defending space					Teacher to add LiveLesson component to Get Up and Move to provide students with the opportunity to recognize and describe game strategies using appropriate vocabulary: defending space.			
• following rules of play	Responsibility, Respect, and Enjoyment	• Importance of Following Rules						

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health						
A. Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes.						
• education					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: education.	
• socioeconomic					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes: socioeconomic.	
B. Identify and describe the structure and function of the major body systems.						
• nervous					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • Heart, Lungs, and Nerves Working Together
• muscular					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • Bones and Muscles Working Together
• integumentary					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems
• urinary					Human Body Systems	<ul style="list-style-type: none"> • Your Cells and Systems • The Digestion and Elimination Cycle

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• endocrine					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: endocrine.	
• reproductive					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: reproductive.	
• immune					Teacher to add LiveLesson component to Human Body Systems: Your Cells and Systems to provide students with the opportunity to identify and describe the structure and function of the major body systems: immune.	
C. Analyze nutritional concepts that impact health.						
• caloric content of foods	Your Body and Exercise	<ul style="list-style-type: none"> • Body Composition • Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> • Body Composition • Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> • Nutrients Your Body Needs • Guidelines for Eating Healthy
• relationship of food intake and physical activity (energy output)	Your Body and Exercise	<ul style="list-style-type: none"> • Body Composition • Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> • Body Composition • Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> • Nutrients Your Body Needs
• nutrient requirements	Your Body and Exercise	<ul style="list-style-type: none"> • Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> • Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> • Nutrients Your Body Needs • Guidelines for Eating Healthy
• label reading	Your Body and Exercise	<ul style="list-style-type: none"> • Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> • Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> • Nutrients Your Body Needs • Guidelines for Eating Healthy • Healthy Choices

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> healthful food selection 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition Nutrition & Healthy Eating 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition Nutrition & Healthy Eating 	Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy
D. Explain factors that influence childhood and adolescent drug use.						
<ul style="list-style-type: none"> peer influence 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking Teacher to add LiveLesson component to Using Alcohol and Other Drugs: Alcohol: Dangerous Drinking to include explaining.
<ul style="list-style-type: none"> body image (e.g., steroids, enhancers) 					Teacher to add LiveLesson component to Personal Health: Using Medicines Responsibly to provide students with the opportunity to explain factors that influence childhood and adolescent drug use: body image.	
<ul style="list-style-type: none"> social acceptance 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking
<ul style="list-style-type: none"> stress 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> The Dangers of Alcohol Use Teacher to add LiveLesson component to Using Alcohol and Other Drugs: The Dangers of Alcohol Use to include explaining.
<ul style="list-style-type: none"> media influence 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking The Dangers of Alcohol Use
<ul style="list-style-type: none"> decision-making/refusal skills 					Healthy Relationships	<ul style="list-style-type: none"> How to Use Refusal Skills
<ul style="list-style-type: none"> rules, regulations and laws 					Tobacco	<ul style="list-style-type: none"> Free From Tobacco
<ul style="list-style-type: none"> consequences 					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> Alcohol: Dangerous Drinking
E. Identify health problems that can occur throughout life and describe ways to prevent them.						

PA 23/24 Standards	Physical Education 4		Physical Education 5		Health and PE 6	
Physical Education 4, Physical	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) 					Your Health and Wellness	<ul style="list-style-type: none"> Your Health Is Your Responsibility Teacher to add LiveLesson component to Your Health and Wellness: Your Health Is Your Responsibility to include describing ways to prevent diseases.
<ul style="list-style-type: none"> preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 					Your Health and Wellness	<ul style="list-style-type: none"> Your Health Is Your Responsibility
					Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy Healthy Choices
					Tobacco	<ul style="list-style-type: none"> The Dangers of Tobacco Free From Tobacco
					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> The Dangers of Alcohol Use
10.2. Healthful Living						
A. Explain the relationship between personal health practices and individual well-being.						
<ul style="list-style-type: none"> immunizations 					Teacher to add LiveLesson component to Personal Health: Using Medicines Responsibly to provide students with the opportunity to explain the relationship between personal health practices and individual well-being: immunizations.	
<ul style="list-style-type: none"> health examinations 					Personal Health	<ul style="list-style-type: none"> Health Care in Your Community Teacher to add LiveLesson component to Personal Health: Health Care in Your Community to include explaining in relation to health examinations.
B. Explain the relationship between health-related information and consumer choices.						
<ul style="list-style-type: none"> dietary guidelines/food selection 					Nutrition	<ul style="list-style-type: none"> Nutrients Your Body Needs Guidelines for Eating Healthy Healthy Choices

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> sun exposure guidelines/sunscreen selection 					Personal Health	<ul style="list-style-type: none"> Your Teeth, Skin, and Hair Teacher to add LiveLesson component to Personal Health: Your Teeth, Skin, and Hair to include explaining.
C. Explain the media’s effect on health and safety issues.					Personal Health	<ul style="list-style-type: none"> Choosing Health Products
D. Describe and apply the steps of a decision-making process to health and safety issues.					Your Health and Wellness	<ul style="list-style-type: none"> Responsible Decision Making
E. Analyze environmental factors that impact health.						
<ul style="list-style-type: none"> indoor air quality (e.g., secondhand smoke, allergens) 					Teacher to add LiveLesson component to Human Body Systems: Heart, Lungs, and Nerves Working Together to provide students with the opportunity to analyze environmental factors that impact health: indoor air quality (e.g., secondhand smoke, allergens).	
<ul style="list-style-type: none"> chemicals, metals, gases (e.g., lead, radon, carbon monoxide) 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: chemicals, metals, gases (e.g., lead, radon, carbon monoxide).	
<ul style="list-style-type: none"> radiation 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: radiation.	

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> natural disasters 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to analyze environmental factors that impact health: natural disasters.	
10.3. Safety and Injury Prevention						
A. Explain and apply safe practices in the home, school and community.						
<ul style="list-style-type: none"> emergencies (e.g., fire, natural disasters) 					Personal Health	<ul style="list-style-type: none"> First Aid for Emergencies
<ul style="list-style-type: none"> personal safety (e.g., home alone, latch key, harassment) 					Teacher to add LiveLesson component to Your Health and Wellness: Factors Affecting Your Health to provide students with the opportunity to explain and apply safe practices in the home, school and community: personal safety (e.g., home alone, latch key, harassment).	
<ul style="list-style-type: none"> communication (e.g., telephone, Internet) 					Healthy Relationships	<ul style="list-style-type: none"> Friends and Peers
<ul style="list-style-type: none"> violence prevention (e.g., gangs, weapons) 					Healthy Relationships	<ul style="list-style-type: none"> Communication Skills
					Using Alcohol and Other Drugs	<ul style="list-style-type: none"> The Look of Illegal Drug Use Teacher to add LiveLesson component to Using Alcohol and Other Drugs: The Look of Illegal Drug Use to include violence prevention.
B. Know and apply appropriate emergency responses.						
<ul style="list-style-type: none"> basic first aid 					Personal Health	<ul style="list-style-type: none"> First Aid for Emergencies

PA 23/24 Standards	Physical Education 4		Physical Education 5		Health and PE 6	
Physical Education 4, Physical	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• Heimlich maneuver					Teacher to add LiveLesson component to Personal Health: First Aid for Emergencies to provide students with the opportunity to know and apply appropriate emergency responses: Heimlich maneuver.	
• universal precautions					Personal Health	• First Aid for Emergencies
C. Describe strategies to avoid or manage conflict and violence.						
• anger management					Your Character Counts	• Expressing Emotions • Emotional Problems
• peer mediation					Healthy Relationships	• Communication Skills • Friends and Peers
• reflective listening					Your Character Counts	• Expressing Emotions Teacher to add LiveLesson component to Your Character Counts: Expressing Emotions to include describing.
					Healthy Relationships	• Communication Skills • Resolving Conflicts
• negotiation					Healthy Relationships	• Communication Skills • Resolving Conflicts Teacher to add LiveLesson component to Healthy Relationships: Resolving Conflicts to include describing.
D. Analyze the role of individual responsibility for safety during physical activity.	Your Body and Exercise	• Injuries Teacher to add LiveLesson component to Your Body and Exercise: Injuries to include analyzing.	Your Body and Exercise	• Injuries Teacher to add LiveLesson component to Your Body and Exercise: Injuries to include analyzing.	Your Health and Wellness	• Your Health Is Your Responsibility
10.4. Physical Activity						
A. Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.	The Presidential Fitness Challenge: Introduction	• About the Presidential Fitness Challenge • Powerful Pacer and Mighty Mile	The Presidential Fitness Challenge: Introduction	• About the Presidential Fitness Challenge • Powerful Pacer and Mighty Mile	Your Health and Wellness	• Overall Health • Create Your Health Goals
	Learning Locomotor Skills	• Jumping and Leaping	Learning Locomotor Skills	• Jumping and Leaping		
B. Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.					Human Body Systems	• Bones and Muscles Working Together
C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.						

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> heart rate monitoring 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Aerobic Training 		
<ul style="list-style-type: none"> checking blood pressure 			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Aerobic Training to provide students with the opportunity to identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity: checking blood pressure.			
<ul style="list-style-type: none"> fitness assessment 	The Presidential Fitness Challenge: Introduction	<ul style="list-style-type: none"> About the Presidential Fitness Challenge Powerful Pacer and Mighty Mile 	The Presidential Fitness Challenge: Introduction	<ul style="list-style-type: none"> About the Presidential Fitness Challenge Powerful Pacer and Mighty Mile 	Your Health and Wellness	<ul style="list-style-type: none"> Overall Health Create Your Health Goals
	The Presidential Fitness Challenge	<ul style="list-style-type: none"> Endurance Run/Walk and Shuttle Run 	The Presidential Fitness Challenge	<ul style="list-style-type: none"> Endurance Run/Walk and Shuttle Run 		
D. Identify likes and dislikes related to participation in physical activities.						
<ul style="list-style-type: none"> enjoyment 					Your Health and Wellness	<ul style="list-style-type: none"> Create Your Health Goals
<ul style="list-style-type: none"> personal interest 					Your Health and Wellness	<ul style="list-style-type: none"> Create Your Health Goals
<ul style="list-style-type: none"> social experience 					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: social experience.	
<ul style="list-style-type: none"> opportunities to learn new activities 					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: opportunities to learn new activities.	

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> parental preference 					Teacher to add LiveLesson component to Your Health and Wellness: Create Your Health Goals to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: parental preference.	
<ul style="list-style-type: none"> environment 					Personal Health	<ul style="list-style-type: none"> Health Care in Your Community
E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.						
<ul style="list-style-type: none"> success-oriented activities 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: success-oriented activities.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: success-oriented activities.			
<ul style="list-style-type: none"> school-community resources 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: school-community resources.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: school-community resources.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • variety of activities 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: variety of activities.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: variety of activities.			
<ul style="list-style-type: none"> • time on task 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: time on task.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement: time on task.			
F. Identify and describe positive and negative interactions of group members in physical activities.						
<ul style="list-style-type: none"> • leading 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: leading.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: leading.			
<ul style="list-style-type: none"> • following 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: following.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: following.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• teamwork	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: teamwork.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: teamwork.			
• etiquette	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: etiquette.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: etiquette.			
• adherence to rules	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: adherence to rules.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and describe positive and negative interactions of group members in physical activities: adherence to rules.			
10.5. Concepts, Principles and Strategies of Movement						
A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.	Learning Locomotor Skills	• Did You Catch That?	Learning Locomotor Skills	• Let's Have a Ball Teacher to add LiveLesson component to Learning Locomotor Skills: Let's Have a Ball to include explaining.		
B. Identify and apply the concepts of motor skill development to a variety of basic skills.						
• transfer between skills					Your Health and Wellness	• Your Health Is Your Responsibility

PA 23/24 Standards	Physical Education 4		Physical Education 5		Health and PE 6	
Physical Education 4, Physical	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> selecting relevant cues 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: selecting relevant cues.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: selecting relevant cues.			
<ul style="list-style-type: none"> types of feedback 					Your Health and Wellness	<ul style="list-style-type: none"> Overall Health
<ul style="list-style-type: none"> movement efficiency 	Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: movement efficiency.		Teacher to add LiveLesson component to Learning Locomotor Skills to provide students with the opportunity to identify and apply the concepts of motor skill development to a variety of basic skills: movement efficiency.			
<ul style="list-style-type: none"> product (outcome/result) 					Your Character Counts	<ul style="list-style-type: none"> A Healthy Self-Concept
C. Describe the relationship between practice and skill development.					Your Character Counts	<ul style="list-style-type: none"> Your Character Counts
D. Describe and apply the principles of exercise to the components of health related and skill-related fitness.						
<ul style="list-style-type: none"> cardiorespiratory endurance 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Aerobic Training 		
<ul style="list-style-type: none"> muscular strength 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Strength and Endurance Training 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Training for Strength and Endurance Teacher to add LiveLesson component to Developing A Healthy Exercise Routine: Training for Strength and Endurance to include describing.		
<ul style="list-style-type: none"> muscular endurance 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Strength and Endurance Training 	Developing A Healthy Exercise Routine	<ul style="list-style-type: none"> Training for Strength and Endurance Teacher to add LiveLesson component to Developing A Healthy Exercise Routine: Training for Strength and Endurance to include describing.		
<ul style="list-style-type: none"> flexibility 			Developing a Healthy Exercise Routine	<ul style="list-style-type: none"> Flexibility Training 		
<ul style="list-style-type: none"> body composition 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition 	Your Body and Exercise	<ul style="list-style-type: none"> Body Composition 		

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.						
<ul style="list-style-type: none"> • Newton’s Laws of Motion 	Teacher to add LiveLesson component to Learning Locomotor Skills: Did You Catch That? to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: Newton’s Laws of Motion.					
<ul style="list-style-type: none"> • application of force 			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Training for Strength and Endurance to provide students with the opportunity to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: application of force.			
<ul style="list-style-type: none"> • static/dynamic balance 	Teacher to add LiveLesson component to Learning Locomotor Skills: I Am Strong and Sturdy to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: static/dynamic balance.					

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> levers 			Teacher to add LiveLesson component to Developing a Healthy Exercise Routine: Training for Strength and Endurance to provide students with the opportunity to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: levers.			
<ul style="list-style-type: none"> flight 	Teacher to add LiveLesson component to Learning Locomotor Skills: Jumping and Leaping to provide students with the opportunity to identify and use scientific principles that affect basic movement and skills using appropriate vocabulary: flight.					
F. Identify and apply game strategies to basic games and physical activities.						
<ul style="list-style-type: none"> give and go 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: give and go.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: give and go.			
<ul style="list-style-type: none"> one on one 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: one on one.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: one on one.			

PA 23/24 Standards Physical Education 4, Physical	Physical Education 4		Physical Education 5		Health and PE 6	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> peer communication 	Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: peer communication.		Teacher to add LiveLesson component to Games Around The World to provide students with the opportunity to identify and apply game strategies to basic games and physical activities: peer communication.			

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health				
A. Analyze factors that impact growth and development between adolescence and adulthood.				
• relationships (e.g., dating, friendships, peer pressure)	Resolving Conflicts and Preventing Violence	• Conflict Resolution		
• interpersonal communication	Mental and Emotional Health	• Personality		
• risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)			Understanding Your Health	• Changes in the Teen Years
• abstinence			Your Body Systems	• Human Reproductive System
• STD and HIV prevention			Your Body Systems	• Human Reproductive System Teacher to add LiveLesson component to the lesson to include analyzing factors that impact growth and development between adolescence and adulthood: STD and HIV prevention.
• community	Understanding Health and Wellness	• Factors That Affect Your Health		
B. Analyze the interdependence existing among the body systems.			Your Body Systems	• Human Skeletal System
C. Analyze factors that impact nutritional choices of adolescents.				
• body image	Food and Nutrition	• Healthy Body Image • Maintaining a Healthy Weight		
• advertising	Food and Nutrition	• Choosing Food Wisely		
• dietary guidelines	Food and Nutrition	• Nutrients • Choosing Food Wisely		
• eating disorders	Food and Nutrition	• Maintaining a Healthy Weight	Your Body Image	• Living with an Eating Disorder
• peer influence	Food and Nutrition	• Choosing Food Wisely		
• athletic goals			Nutrition for Health	• The Benefits of Nutrition Teacher to add LiveLesson component to lesson to include analyzing factors that impact nutritional choices of adolescents: athletic goals.
D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.				
• decision-making/refusal skills	Understanding Health and Wellness	• Taking Responsibility for Your Health		
	Alcohol	• Choosing Not to Drink		
• situation avoidance	Tobacco	• Saying No to Tobacco		
• goal setting	Drugs	• Choosing to Be Drug Free		
• professional assistance (e.g., medical, counseling, support groups)	Alcohol	• Long-Term Risks of Alcohol		

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> parent involvement 	Drugs	<ul style="list-style-type: none"> Factors Affecting Drug Abuse 		
E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	Alcohol	<ul style="list-style-type: none"> Long-Term Risks of Alcohol 		
10.2. Healthful Living				
A. Identify and describe health care products and services that impact adolescent health practices.			Understanding Your Health	<ul style="list-style-type: none"> How to Make Responsible Health Decisions Teacher to add LiveLesson component to the lesson to include health care products.
B. Analyze the relationship between health-related information and adolescent consumer choices.				
<ul style="list-style-type: none"> tobacco products 	Tobacco	<ul style="list-style-type: none"> Chemicals in Tobacco Products Teens and Tobacco 		
<ul style="list-style-type: none"> weight control products 	Teacher to add LiveLesson component to Food and Nutrition: Maintaining a Healthy Weight to provide students with the opportunity to analyze the relationship between health-related information and adolescent consumer choices: weight control products.			
C. Analyze media health and safety messages and describe their impact on personal health and safety.	Understanding Health and Wellness	<ul style="list-style-type: none"> Understanding Health Risks 		
D. Analyze and apply a decision-making process to adolescent health and safety issues.	Resolving Conflicts and Preventing Violence	<ul style="list-style-type: none"> Conflict Resolution 		
E. Explain the interrelationship between the environment and personal health.				
<ul style="list-style-type: none"> ozone layer/skin cancer 	Teacher to add LiveLesson component to Understanding Health and Wellness: Factors That Affect Your Health to provide students with the opportunity to explain the interrelationship between the environment and personal health: ozone layer/skin cancer.			
<ul style="list-style-type: none"> availability of health care/individual health 			Understanding Your Health	<ul style="list-style-type: none"> How to Make Responsible Health Decisions Teacher to add LiveLesson component to the lesson to expand on individual care aspect and to include availability of health care.

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• air pollution/respiratory disease	Understanding Health and Wellness	• Factors That Affect Your Health		
	Tobacco	• The Respiratory System		
• breeding environments/lyme disease/west nile virus			Safety and Emergencies	• Being Safe Outdoors and on the Road
			Infectious Diseases	• Understanding Infectious Diseases
10.3. Safety and Injury Prevention				
A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.				
• modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)			Safety and Emergencies	• Being Safe Outdoors and on the Road
• violence prevention in school	Resolving Conflicts and Preventing Violence	• Violence		
• self-protection in the home	Resolving Conflicts and Preventing Violence	• Abuse		
• self-protection in public places	Resolving Conflicts and Preventing Violence	• Violence		
B. Describe and apply strategies for emergency and long-term management of injuries.				
• rescue breathing			Safety and Emergencies	• First Aid Teacher to add LiveLesson component to the lesson to include describing and applying strategies for emergency and long-term management of injuries: rescue breathing.
• water rescue			Safety and Emergencies	• Being Safe Outdoors and on the Road
• self-care			Teacher to add LiveLesson component to Safety and Emergencies to provide students with the opportunity to describe and apply strategies for emergency and long-term management of injuries: self-care.	
• sport injuries			Safety and Emergencies	• Being Safe Outdoors and on the Road • Handling Common Emergencies
C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.				
• effective negotiation	Resolving Conflicts and Preventing Violence	• Conflict		

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• assertive behavior	Resolving Conflicts and Preventing Violence	• Conflict Resolution		
D. Analyze the role of individual responsibility for safety during organized group activities.	Resolving Conflicts and Preventing Violence	• Conflict Resolution • Violence		
10.4. Physical Activity				
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	Understanding Health and Wellness	• Overall Health		
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.				
• stress management	Mental and Emotional Health	• Stress		
• disease prevention			Infectious Diseases	• Common Infectious Diseases Teacher to add LiveLesson component to the lesson to include analyzing the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement: disease prevention.
• weight management	Food and Nutrition	• Maintaining a Healthy Weight		
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.				
• exercise (e.g., climate, altitude, location, temperature)	Teacher to add LiveLesson component to Understanding Health and Wellness: Factors That Affect Your Health to provide students with the opportunity to analyze factors that affect the responses of body systems during moderate to vigorous physical activities: exercise.			
• healthy fitness zone	Understanding Health and Wellness	• Overall Health		
• individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility)			Your Body Systems	• Human Muscular System • Human Respiratory System
• drug/substance use/abuse	Tobacco	• The Respiratory System		
D. Analyze factors that affect physical activity preferences of adolescents.				

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • skill competence 			Teacher to add LiveLesson component to Understanding Your Health: Factors Affecting Overall Health to provide students with the opportunity to analyze factors that affect physical activity preferences of adolescents: skill competence.	
<ul style="list-style-type: none"> • social benefits 			Understanding Your Health	<ul style="list-style-type: none"> • Factors Affecting Overall Health
<ul style="list-style-type: none"> • previous experience 			Teacher to add LiveLesson component to Understanding Your Health: Factors Affecting Overall Health to provide students with the opportunity to analyze factors that affect physical activity preferences of adolescents: previous experience.	
<ul style="list-style-type: none"> • activity confidence 	Mental and Emotional Health	<ul style="list-style-type: none"> • Self-Esteem 		
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.				
<ul style="list-style-type: none"> • personal choice 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: personal choice.	
<ul style="list-style-type: none"> • developmental differences 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: developmental differences.	
<ul style="list-style-type: none"> • amount of physical activity 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: amount of physical activity.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> authentic practice 			Teacher to add LiveLesson component to provide students with the opportunity to analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: authentic practice.	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.				
<ul style="list-style-type: none"> group dynamics 			Teacher to add LiveLesson component to Understanding Your Health to provide students with the opportunity to analyze the effects of positive and negative interactions of adolescent group members in physical activities: group dynamics.	
<ul style="list-style-type: none"> social pressure 			Teacher to add LiveLesson component to Understanding Your Health to provide students with the opportunity to analyze the effects of positive and negative interactions of adolescent group members in physical activities: social pressure.	
10.5. Concepts, Principles and Strategies of Movement				
A. Describe and apply the components of skill-related fitness to movement performance.				
<ul style="list-style-type: none"> agility 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: agility.	
<ul style="list-style-type: none"> balance 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: balance.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• coordination			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: coordination.	
• power			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: power.	
• reaction time			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: reaction time.	
• speed			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply the components of skill-related fitness to movement performance: speed.	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.				
• response selection			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: response selection.	
• stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: stages of learning a motor skill.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> types of skill (i.e. discrete, serial, continuous) 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply concepts of motor skill development that impact the quality of increasingly complex movement: types of skill.	
C. Identify and apply practice strategies for skill improvement.			Teacher to add LiveLesson component to provide students with the opportunity to identify and apply practice strategies for skill improvement.	
D. Identify and describe the principles of training using appropriate vocabulary.				
<ul style="list-style-type: none"> specificity 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> overload 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> progression 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> aerobic/anaerobic 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> circuit/interval 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
<ul style="list-style-type: none"> repetition/set 	Understanding Health and Wellness	<ul style="list-style-type: none"> Factors That Affect Your Health 		
E. Analyze and apply scientific and biomechanical principles to complex movements.				
<ul style="list-style-type: none"> centripetal/centrifugal force 			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: centripetal/centrifugal force.	
<ul style="list-style-type: none"> linear motion 			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: linear motion.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
• rotary motion			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: rotary motion.	
• friction/resistance			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: friction/resistance.	
• equilibrium			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: equilibrium.	
• number of moving segments			Teacher to add LiveLesson component to provide students with the opportunity to analyze and apply scientific and biomechanical principles to complex movements: number of moving segments.	
F. Describe and apply game strategies to complex games and physical activities.				
• offensive strategies			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: offensive strategies.	
• defensive strategies			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: defensive strategies.	

PA 23/24 Standards Health and PE: 7-8	Health and PE 7		Health and PE 8	
	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> time management 			Teacher to add LiveLesson component to provide students with the opportunity to describe and apply game strategies to complex games and physical activities: time management.	

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.1. Concepts of Health						
A. Evaluate factors that impact growth and development during adulthood and late adulthood.						
• acute and chronic illness			Cardiovascular Fitness	<ul style="list-style-type: none"> Respiratory System Functions Teacher to add LiveLesson component to the lesson to include evaluating acute and chronic illness factors that impact growth and development during adulthood and late adulthood.	Strengthen your Muscles	<ul style="list-style-type: none"> The Respiratory System Poor Aerobic Conditioning and Body Composition
• communicable and non-communicable disease					Health and Wellness	<ul style="list-style-type: none"> Risk Factors Teacher to add LiveLesson component to lesson to include evaluating communicable and non-communicable disease factors that impact growth and development during adulthood and late adulthood.
• health status			Cardiovascular Fitness	• Body Fat and Obesity	Building a Healthy Body	• Weight Control
					Developing an Exercise Plan	<ul style="list-style-type: none"> Exercise for Medical Conditions Teacher to add LiveLesson component to the lesson to include evaluating health status factors that impact growth and development during adulthood and late adulthood.
• relationships (e.g., marriage, divorce, loss)					Building a Healthy Body	<ul style="list-style-type: none"> Healthy Relationships Teacher to add LiveLesson component to the lesson to include evaluating relationships that impact growth and development during adulthood and late adulthood.
					Reproductive Health	• Responsibilities of Marriage
• career choice					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: career choice.	

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• aging process						Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: aging process.
• retirement						Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate factors that impact growth and development during adulthood and late adulthood: retirement.
B. Evaluate factors that impact the body systems and apply protective/preventive strategies.						
• fitness level			Teacher to add LiveLesson component to Personal Fitness: Fitness Awareness and Understanding to provide students with the opportunity to evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level.			
• environment (e.g., pollutants, available health care)					Health and Wellness	• Risk Factors Teacher to add LiveLesson component to the lesson to include evaluating the environmental factors that impact the body systems and apply protective/preventive strategies.
• health status (e.g., physical, mental, social)			Cardiovascular Fitness	• Diseases Associated With Poor Aerobic Conditioning • Aerobic Training Benefits • Body Fat and Obesity	Strengthen your Muscles	• Poor Aerobic Conditioning and Body Composition Teacher to add LiveLesson component to the lesson to include evaluating the health status factors that impact the body systems and apply protective/preventive strategies.
			Nutrition	• Stress		
• nutrition			Nutrition	• Understanding Nutrients	Building a Healthy Body	• Nutrition and Staying Healthy Teacher to add LiveLesson component to the lesson to include evaluating the nutritional factors that impact the body systems and apply protective/preventive strategies.

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
C. Analyze factors that impact nutritional choices of adults.						
• cost					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body: Nutrition and Staying Healthy to provide students with the opportunity to analyze factors that impact nutritional choices of adults: cost.	
• food preparation (e.g., time, skills)					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body: Nutrition and Staying Healthy to provide students with the opportunity to analyze factors that impact nutritional choices of adults: food preparation (e.g., time, skills).	
• consumer skills (e.g., understanding food labels, evaluating fads)			Nutrition	• Understanding Nutrients • Fad Diets	Building a Healthy Body	• Fad Diets
• nutritional knowledge			Nutrition	• Understanding Nutrients	Building a Healthy Body	• Nutrition and Staying Healthy
• changes in nutritional requirements (e.g., age, physical activity level)			Nutrition	• Understanding Nutrients		
D. Evaluate issues relating to the use/non-use of drugs.						
• psychology of addiction					Building a Healthy Body	• Healthy Relationships Teacher to add LiveLesson component to the lesson to include evaluating the psychology of addiction.
• social impact (e.g., cost, relationships)					Building a Healthy Body	• Drugs and Alcohol Teacher to add LiveLesson component to the lesson to include evaluating the social impact.
• chemical use and fetal development					Reproductive Health	• How We Are Born Teacher to add LiveLesson component to the lesson to include evaluating chemical use and fetal development.
• laws relating to alcohol, tobacco and chemical substances					Building a Healthy Body	• Drugs and Alcohol Teacher to add LiveLesson component to the lesson to include evaluating laws relating to alcohol, tobacco and chemical substances.
• impact on the individual			Cardiovascular Fitness	• Respiratory System Functions	Health and Wellness	• Risk Factors
					Strengthen your Muscles	• The Respiratory System

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • impact on the community 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Building a Healthy Body to provide students with the opportunity to evaluate issues relating to the use/non-use of drugs: impact on the community.	
E. Identify and analyze factors that influence the prevention and control of health problems.						
<ul style="list-style-type: none"> • research 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: research.	
<ul style="list-style-type: none"> • medical advances 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: medical advances.	
<ul style="list-style-type: none"> • technology 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: technology.	
<ul style="list-style-type: none"> • government policies/regulations 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition to provide students with the opportunity to identify and analyze factors that influence the prevention and control of health problems: government policies/regulations.	
10.2. Healthful Living						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
A. Evaluate health care products and services that impact adult health practices.					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to evaluate health care products and services that impact adult health practices.	
B. Assess factors that impact adult health consumer choices.						
• access to health information					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: access to health information.	
• access to health care					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: access to health care.	
• cost					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: cost.	
• safety					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to assess factors that impact adult health consumer choices: safety.	
C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.					Developing an Exercise Plan	• Exercise Myths Teacher to add LiveLesson component to the lesson to include comparing and contrasting the positive and negative effects of the media on adult personal health and safety.
D. Examine and apply a decision-making process to the development of short and long-term health goals.					Developing an Exercise Plan	• Designing Your Exercise Program

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
E. Analyze the interrelationship between environmental factors and community health.						
<ul style="list-style-type: none"> public health policies and laws/health promotion and disease prevention 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to analyze the interrelationship between environmental factors and community health: public health policies and laws/health promotion and disease prevention.	
<ul style="list-style-type: none"> individual choices/maintenance of environment 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to analyze the interrelationship between environmental factors and community health: individual choices/maintenance of environment.	
<ul style="list-style-type: none"> recreational opportunities/health status 	Individual Sports	<ul style="list-style-type: none"> Lifelong Recreation Activities Teacher to add LiveLesson component to the lesson to include analyzing the interrelationship between recreational opportunities/health status.				
10.3. Safety and Injury Prevention						
A. Assess the personal and legal consequences of unsafe practices in the home, school or community.						
<ul style="list-style-type: none"> loss of personal freedom 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of personal freedom.	

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• personal injury					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: personal injury.	
• loss of income					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of income.	
• impact on others					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: impact on others.	
• loss of motor vehicle operator’s license					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Developing an Exercise Plan to provide students with the opportunity to assess the personal and legal consequences of unsafe practices in the home, school or community: loss of motor vehicle operator’s license.	
B. Analyze and apply strategies for the management of injuries.						
• CPR					Developing an Exercise Plan	• The Importance of First Aid
• advanced first aid					Developing an Exercise Plan	• The Importance of First Aid
C. Analyze the impact of violence on the victim and surrounding community.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	Individual Sports	<ul style="list-style-type: none"> Lifelong Recreation Activities Teacher to add LiveLesson component to the lesson to include evaluating the benefits, risks and safety factors associated with self-selected life-long physical activities.				
10.4. Physical Activity						
A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	Fitness	<ul style="list-style-type: none"> Stretching Lesson Cardiovascular Training Weight Training 	Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Fitness Testing Guidelines for the Exercise Session 	Developing an Exercise Plan	<ul style="list-style-type: none"> Designing Your Exercise Program
			Cardiovascular Fitness	<ul style="list-style-type: none"> Anatomical Structure of the Heart and How It Works 		
			Designing Your Personal Exercise Program	<ul style="list-style-type: none"> Exercising Safely/Designing Your Exercise Program 		
B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.						
• social			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the social effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
• physiological			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the physiological effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
• psychological			Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness Teacher to add LiveLesson component to the lesson to include analyzing the psychological effects of regular participation in a self-selected program of moderate to vigorous physical activities.	Health and Wellness	<ul style="list-style-type: none"> Health, Wellness, and the Importance of Fitness
C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• aging						Teacher to add LiveLesson component to the lesson to Health, Fitness, and Nutrition: Health and Wellness: Risk Factors to provide students with the opportunity to evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity: aging.
• injury			Designing Your Personal Exercise Program	• Exercising Safely/Designing Your Exercise Program Teacher to add LiveLesson component to the lesson to include evaluating how injuries in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.		
• disease					Developing an Exercise Plan	• Exercise for Medical Conditions Teacher to add LiveLesson component to the lesson to include evaluating how disease in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.
D. Identify likes and dislikes related to participation in physical activities.						
• personal challenge			Teacher to add LiveLesson component to Personal Fitness: Fitness Awareness and Understanding: The Importance of Fitness to provide students with the opportunity to identify likes and dislikes related to participation in physical activities: personal challenge.			
• physical benefits			Fitness Awareness and Understanding	• The Importance of Fitness		
• finances			Fitness Awareness and Understanding	• The Importance of Fitness		
• motivation			Fitness Awareness and Understanding	• The Importance of Fitness		
			Designing Your Personal Exercise Plan	• Exercising Safely/Designing Your Exercise Program		
• access to activity			Fitness Awareness and Understanding	• The Importance of Fitness	Health and Wellness	• Risk Factors
• self-improvement			Fitness Awareness and Understanding	• The Importance of Fitness		
			Designing Your Personal Exercise Program	• Exercising Safely/Designing Your Exercise Program		

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name
E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skills Progression Teacher to add LiveLesson component to the lesson to include analyzing the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.	Fitness Awareness and Understanding	<ul style="list-style-type: none"> The Importance of Fitness 		
F. Assess and use strategies for enhancing adult group interaction in physical activities.						
<ul style="list-style-type: none"> shared responsibility 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: shared responsibility.					
<ul style="list-style-type: none"> open communication 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: open communication.					
<ul style="list-style-type: none"> goal setting 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports to provide students with the opportunity to assess and use strategies for enhancing adult group interaction in physical activities: goal setting.					

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
10.5. Concepts, Principles and Strategies of Movement						
A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skill Progression Teacher to add LiveLesson component to the lesson to include evaluating physical activities that promote personal lifelong participation.				
B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.						
<ul style="list-style-type: none"> open and closed skills 	Team Sports	<ul style="list-style-type: none"> Soccer Skill Progression Basketball Skill Progression Baseball and Softball Skills Progression Volleyball Skills Progression 				
<ul style="list-style-type: none"> short-term and long-term memory 					Teacher to add LiveLesson component to Health, Fitness, and Nutrition: Health and Wellness to provide students with the opportunity to incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: short-term and long-term memory.	
<ul style="list-style-type: none"> aspects of good performance 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills: aspects of good performance.					
C. Evaluate the impact of practice strategies on skill development and improvement.	Team Sports	<ul style="list-style-type: none"> Baseball and Softball Skills Progression 				
D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.			Designing Your Personal Exercise Program	<ul style="list-style-type: none"> Exercising Safely/Designing Your Exercise Plan 		
E. Evaluate movement forms for appropriate application of scientific and biomechanical principles.						

PA 23/24 Standards	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
Physical Education, Personal	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
<ul style="list-style-type: none"> • efficiency of movement 			Fitness Awareness and Understanding	<ul style="list-style-type: none"> • Fitness Testing Teacher to add LiveLesson component to the lesson to include evaluating efficiency of movement. 		
<ul style="list-style-type: none"> • mechanical advantage 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: mechanical advantage.					
<ul style="list-style-type: none"> • kinetic energy 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: kinetic energy.					
<ul style="list-style-type: none"> • potential energy 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: potential energy.					
<ul style="list-style-type: none"> • inertia 	Teacher to add LiveLesson component to any lesson in Physical Education: Team Sports or Physical Education: Individual Sports to provide students with the opportunity to evaluate movement forms for appropriate application of scientific and biomechanical principles: inertia.					
<ul style="list-style-type: none"> • safety 			Fitness Awareness and Understanding	<ul style="list-style-type: none"> • The Importance of Fitness 	Developing an Exercise Plan	<ul style="list-style-type: none"> • Injury Prevention and Exercising Safely • The Importance of Proper Exercise Attire
F. Analyze the application of game strategies for different categories of physical activities.						

PA 23/24 Standards Physical Education, Personal	Physical Education		Personal Fitness		Health, Fitness, and Nutrition A/B	
	Unit Name	Lesson Name	Unit Name	Lesson Name	Unit Name	Lesson Name
• individual	Individual Sports	<ul style="list-style-type: none"> • Golf Skills • Golf Rules and Scoring • Tennis Skills and Rules 				
• team	Team Sports	<ul style="list-style-type: none"> • Soccer Skill Progression • Soccer Rules and Positions • Basketball Skills Progression • Basketball Rules, Positions, and Current Events • Baseball and Softball Skills Progression • Baseball and Softball Rules and History • Volleyball Skills Progression • Volleyball Rules, Rotation, and Scoring 				
• lifetime	Individual Sports	• Lifelong Recreation Activities				
• outdoor	Individual Sports	• Lifelong Recreation Activities				

APPENDIX D – REVISED

ENGLISH LEARN (EL) INFORMATION

This appendix includes the following:

- Planning Instruction and Services for EL Students
- Pennsylvania Home Language Survey
- WIDA Prime Correlation – Cornerstone, Grades K-5
- WIDA Prime Correlation – Pearson Longman Keystone, Grades 6-12
- Mondly
- NorthStar Curriculum

Planning Instruction and Services for EL Students						
	Level 1	Level 2	Level 3	Level 4	Level 5	Monitoring
WIDA Levels	Entering	Beginning	Developing	Expanding	Bridging	
Gen Ed LL Attendance	ELs must attend all English Language Arts LiveLesson® sessions					Consultation with student, family, and teachers four times per year (consult Post-Exit Monitoring Forms from PA DOE - see links)
EL Services	2x 60 minutes daily	2 x 60 minutes daily	Intervention to address target area(s) 1 or 2 x 60 minutes daily	Intervention to Target Area(s) 1x 60 minutes daily	Intervention to Target Area(s) up to 1 x 60 minutes daily depending on student need	
	<i>** If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).</i>					
SISP Enrollment for ELA reading, writing, speaking listening	Interventions if appropriate (consider age and grade level): 1.) Reading Eggs 2.) Study Island		Reading (consider age and grade level): 1.) Reading Eggs 2.) Study Island 3.) ESL ReadingMate/Smart			http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Post%20Exit%20Monitoring%20Form%20Elementary.pdf http://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Post%20Exit%20Monitoring%20Form%20Secondary.pdf

Recommended Minimum EL Service Plan aligned with the Pearson English Learning System {PELS}.



HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____

(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? No Yes (language) _____

2. Does your child communicate in a language other than English? No Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____

Date: _____

Interpreter Provided No Yes

¹ The local education agency (LEA) has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELs). As part of the responsibility to locate and identify ELs, the LEA may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.



Protocol for Review of
Instructional Materials for ELs

WIDA PRIME Correlation

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Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

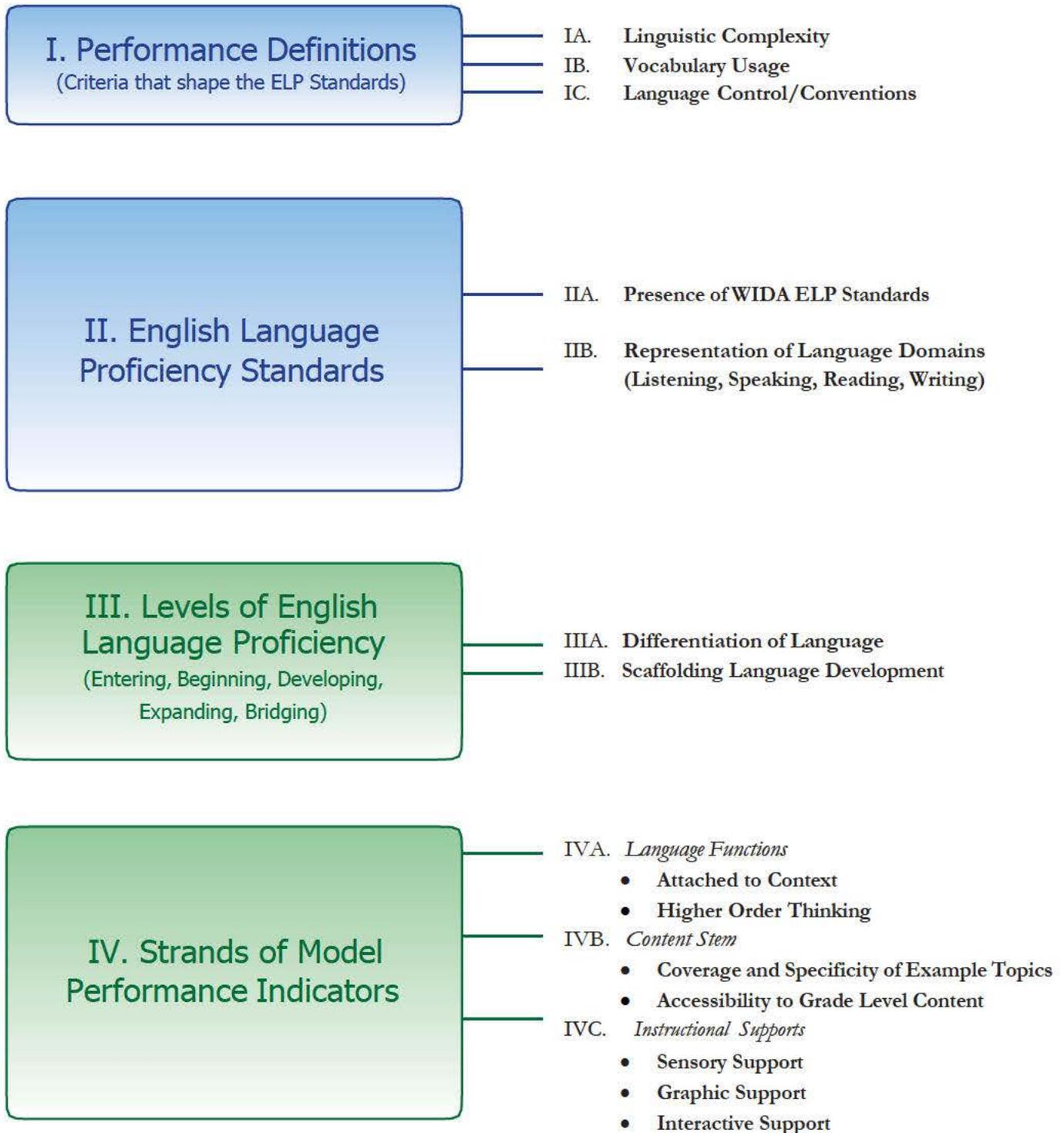
Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

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Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.



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PRIME Correlation

Part 1: Information About Materials

Publication Title(s): Cornerstone

Publisher: Longman Pearson

Materials/ Program to be Reviewed: Cornerstone (multi-level program for English learners); specific examples in this correlation are drawn from Cornerstone A

Tools of Instruction included in this review: SE, TE, Practice Book, Assessment Book, Technology Suite

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

In the space below explain the focus or intended use of the materials.

Longman Cornerstone is a six-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Levels K, 1, and 2 are designed for the lower elementary grades, and levels A-C for the upper elementary grades. Through explicit, intensive, and focused instruction accelerates students' language acquisition, reading comprehension, vocabulary and oral and written communication skills. Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

Cornerstone level K, for Kindergarten, builds fundamental literacy skills such as sight vocabulary and is rich in oral language use. Levels 1 and 2 are for lower elementary grades, and present material which bridge language and literacy development. Levels A, B, and C, designed for upper elementary grades, provide a flexible program which accelerates students' academic achievement.

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Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Longman Cornerstone is a six-level program intended for grades K-5 English language learners and other struggling readers. It is designed to accelerate language acquisition, reading comprehension, increase vocabulary, and strengthen both oral and written communication skills. Linguistic complexity is represented in all lessons and practice activities, through the use of a consistent and growing vocabulary, and using expressive language. Six units are included in each level, and are thematically organized, beginning with ‘The Big Question.’ This allows students to start a discussion about the unit theme and guides them through the readings and lessons that follow. Background information and students’ prior knowledge are explored through discussion and writing activities, such as ‘Quick Write,’ and ‘What about you?’ Vocabulary is practiced and applied with strategies, such as class discussion, partner activities, and individual writing assignments. Three readings in each unit include content-area reading and literary genres. Each reading concludes with a review and practice, which includes oral and written lessons found in such sections as: ‘Word Analysis/Phonics, and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Summative assessment allows students to respond using written and oral approaches and concludes with a reflective oral or written assessment. The TE includes multiple oral and written extension activities such as ‘Sharing Language and Culture.’ In addition, all lessons are supported by Practice Book activities, and a DVD and CD’s are provided for multi-sensory understanding of material.

- B. Cornerstone addresses linguistic complexity at all proficiency levels. Supported by multiple images and graphic illustrations, course content is accessible and consistent. Writing lessons are supported with ‘Writing Check Lists,’ and ‘Spelling Tips,’ to help students become more proficient in their writing skills. Language frames are used to allow students to practice and apply new content in complex sentences. On most right-hand pages of the TE, a sidebar, ‘Differentiated Instruction,’ provides creative strategies for customizing lessons to meet a variety of student needs. Potential problem areas of language development are addressed in ‘Accelerate Language Development,’ and ‘Linguistic Note,’ sidebars, which provide remediation strategies. Linguistic Complexity is noted in the TE by the icon, “CRI” to indicate a teaching strategy which is culturally and linguistically responsive to students’ background and cultural experiences (See level A, TE pp. T33, T55, T59.)
- C. Linguistic complexity is systematically addressed in all lessons, readings, and units in the Cornerstone materials. See Cornerstone A, Unit 1 for representative examples of linguistic complexity:
- ‘Quick Write’ p. 3: Visual literacy and theme related writing.
 - ‘What about you?’ p. 7: Oral and written personal response questions.
 - ‘Make connections’ p. 9: Writing fluency exercises using key words.
 - ‘Think it over’ p. 13: Flexible, grouping, comprehension questions.
 - ‘Grammar and Writing’ pp. 18-19: ‘Nouns and Write a Description.’
 - ‘Unit 1 Wrap Up’ pp. 52-53: Multi-level assessment and ‘Self-Evaluation Questions.’
 - ‘Accelerate Language Development’ and ‘Linguistic Notes’ TE pp. T45, T47: Built in remediation.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Vocabulary usage is presented as words, phrases, and expressions in context with visual support. At the beginning of each unit, vocabulary related to the theme is visually presented and practiced in context. Students are provided with graphic prompts in the form of language frames, as a means of applying vocabulary by using expressions and sentences, either with a partner and in whole class discussion, or through writing exercises. Both sight (high frequency) and story words are presented in simple sentences. Vocabulary is then modeled using multiple strategies, such as ‘Your Turn,’ practice exercises. ‘Words in Context’ teaches content related key words linked with real world examples. The same key words are used again in the next reading to build vocabulary through practice. ‘Make Connections,’ concludes these pre-reading vocabulary lessons with a writing activity. Students are asked to use key words in a personal response related to the subject matter. Academic words are explicitly taught with multiple opportunities available for practice. These are the words that travel across the content areas (ex. theorize, create, process,) and are critical for student understanding of content area readings. Words and phrases are highlighted and defined throughout the readings. Teacher instruction is included to pre-teach highlighted words and phrases in context. The Practice Book provides further support for all vocabulary lessons.
- B. Vocabulary usage is addressed at all targeted levels of proficiency. Vocabulary is supported with colorful illustrations and photos. ‘Visual Literacy,’ lessons expand vocabulary instruction to other academic subject

areas using real world connections. Four proficiency levels of differentiated instruction for each vocabulary lesson are noted in the TE. Additional support included in the Cornerstone program includes audio recordings, picture cards, CD-ROM and Practice Book activities.

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- C. General, content specific, academic and technical language are systematically presented throughout the materials. To view vocabulary presented in levels 1-C, see the ‘Scope and Sequence,’ located in the TE on pages 16-19.

Representative examples of vocabulary instruction: Level A, Unit 1:

- ‘What Do You Know About Communities?’ pp. 4-5: Unit terms introduced using language frames to help structure communication.
- ‘Vocabulary’ pp. 8-9: Words in Context and Academic Words taught in context with expressive use.
- ‘A Closer Look at...’ pp. 42-43: This lesson is found in each unit. It builds additional background knowledge and vocabulary, as well as including extension activities.
- ‘Vocabulary Definitions’ TE p. T51: Specific and technical vocabulary related to reading is pre-taught.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Opportunities to demonstrate language control are varied and frequent in the Cornerstone series. Skills are introduced, taught, practiced and applied using a variety of instructional strategies, which encourage language development, such as: partner and whole class discussions, social conversation, and collaborative assignments. Fluency, phonics, grammar and semantic choice are practiced in each unit, to develop language control. At higher levels, each reading is followed by a fluency lesson. Students choose from 3 leveled reading excerpts to practice pacing, intonation, and expression. Phonics is taught at all levels. The TE integrates phonics throughout the lessons and clearly identified phonics lessons appear in the SE. Grammar is connected directly to writing, and follows each reading lesson with the section, ‘Grammar and Writing,’ which supports retention of material and accelerates language control. Additional activities are included in the Practice Book, Assessment Book, and on the CD ROM.
- B. Opportunities to demonstrate language are appropriate to targeted language proficiency levels. Differentiated instruction for language control activities is included in the TE. As stated above in A, leveled fluency practice and assessments are found after each reading for higher levels. Opportunities to practice reading fluency and language development activities are abundant at all levels. These include teacher modeling, choral and partner reading, and direct reading by the teacher.
- C. Opportunities to demonstrate language control are carefully structured in each lesson and unit. See the ‘Scope and Sequence,’ on pages 16-19 to view ‘Listening/Speaking,’ ‘Grammar,’ ‘Phonics,’ and ‘Writing,’ activities.

Level A, Unit 2:

- ‘What about you?’ p. 59: Discussion connected to theme.
- ‘Think it Over’ pp. 67, 79: After reading questions there are opportunities for group or individual response.
- ‘Fluency’ p. 31, 45, 69: Multi-level fluency practice.
- ‘Comprehension’ pp. 46-47, 70-71: Retell, Practice, and Extension exercises practice oral and written skills.
- ‘Grammar and Writing’ pp. 72-73: ‘The Verb Have,’ and ‘Write a Problem and Solution Story.’

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, and Social Studies) are present in the Cornerstone series. Each level has a balance of literary and subject based texts and includes a variety of genres. Genre and subject area are clearly marked in the Table of Contents, Scope and Sequence, and again within the text. Academic vocabulary, such as context, method, or identify are taught at the beginning of each reading and appear across all content areas. In the TE, lessons connect content to subject areas and are noted by a ‘Link to...’ lesson, wherever appropriate (See level A pp. T58, T78, T86.) These lesson extensions develop student understanding of subject matter, and build learning skills, activities include using timelines, researching science terms, and dramatically acting out literature (level A TE pp. T78, T83, T86.) Social and instructional language is used in the practice and application of skills such as identifying classroom routines, reading strategies, information gathering, and personal information or experience responses. In addition, personal communication is addressed in writing activities like ‘Formal Letter’ p. 273 or ‘Write Directions’ p. 287 in level A. The Practice Book, Assessment book, and CD ROM provide further practice in the five ELP standards. See the ‘Scope and Sequence,’ on pages 16-19 to view content related to the ELP standards.
- B. Cornerstone systematically integrates Social and Instructional Language with the Languages of Math, Language Arts, Social Studies, and Science. Pre-reading and post-reading lessons are structured in the same manner for all content, whether literary or subject-area based. These lessons include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

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The following examples found in Cornerstone A, Unit 3 shows how a science reading is integrated with Social Instructional Language:

- 'Unit 3 Planner' TE pp. T106A-T107A: View the 'Reading 1' column to see all lessons cross referenced with the science area reading.
- 'Your Stories about Animals at Home' pp. 110-111: Short readings to connect theme and create background knowledge through reading, discussion, and writing.
- 'Vocabulary' pp. 112-113: Words in context and academic words taught prior to reading.
- 'Reading Strategy' pp. 114, 117, 120: An exercise which leads learners through the reading; students also summarize text in the 'Comprehension,' section.
- 'Think it over' p. 117: Asks students to compare and contrast, and then make conclusions.

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Each unit in the Cornerstone series is built around the language domains of listening, speaking, reading, and writing to accelerate language development. In higher levels, units typically include three readings, a literary or informational text, a ‘Picture Walk’ and a third ‘Bonus Reading.’ Additional, level appropriate books related to the theme are listed at the end of each unit in ‘Further Reading.’ Each reading is preceded by the exploration of background knowledge and vocabulary using reading, listening/ speaking and writing activities. Strategies for comprehension include questions for discussion and writing exercises. Listening and speaking are taught as interdependent processes with partners, in small group cooperative activities and through discussion. After completing the reading for the higher levels, lessons follow in ‘Phonics and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Writing lessons build in complexity through the units and vary in genre and structure (examples in level A include: ‘Write a Paragraph,’ p. 49, ‘Write a Family Story,’ p. 199, or ‘Write a Report,’ p. 223.) All lessons are supported in the Practice Book with written skills practice. See the ‘Unit Planners,’ found before each unit in the TE (level A, Unit 2 example pp. T54-T55) to view language domains connected to the unit readings.
- B. The Cornerstone series presents many opportunities for students to practice and apply skills appropriate to their language proficiency level through listening, speaking, reading, and writing lessons and activities. Higher levels are designed for flexible use; a placement test guarantees that students are working at their correct level. ‘Unit Wrap Up,’ provides differentiated assessment opportunities of the unit objectives using written, oral or visual

projects. This allows teachers to match students with a suitable assessment to their proficiency level. Levels of differentiated instruction are noted in the TE; this provides strategies for customizing instruction for a variety learner needs in all subject area domains.

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C. As referenced above in A, Cornerstone integrates all language domains into each lesson and unit in the series. The following examples are typical of the types of activities found throughout the series:

See Cornerstone A, Unit 2:

- ‘Unit 2: Meeting Challenges’ pp. 54-55: Introduces reading, listening and speaking, and writing lessons in the unit plus an additional ‘Quick Write’ exercise.
- ‘What about you?’ p. 59: Comprehension and connection oral response activity.
- ‘Make Connections’ p. 61: Discussion and written response.
- “Birds in the Garden” pp. 62-67: Short Story.
- ‘Phonics and Fluency’ pp. 68-69: Read aloud and partner practice.
- ‘Grammar and Writing’ pp. 72-73: ‘The Verb Have,’ and ‘Write a Problem and Solution Story.’
- ‘Unit 2 Wrap Up’ p. 104: Written, oral, or visual unit assessment ‘Further Reading’ TE p. T151: Optional reading extension assignment which lists level appropriate books related to theme.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. The Cornerstone program is a six level, grade K-5 program. Content within each level is appropriate for the targeted proficiency and grade levels. Scaffolding exercises and lesson extensions are included throughout the text to ensure access to all learners working above or below level. A brief placement test locates students at the correct program level. Standards-based assessments are available for every reading selection, unit, midterm, and at the conclusion of each level. These assessments measure progress throughout the year and ensure students are mastering standards and learning transferable skills. An exit exam determines whether a student is either ready for mainstream coursework or should continue to the next level of the program.
- B. Differentiation of language proficiency is linguistically and developmentally appropriate at each Cornerstone level. A variety of linguistic supports are incorporated into each level including teacher modeling, repeated reading, discussions, and student presentations. Fluency lessons in higher levels practice pacing, intonation, and expression. These lessons give students a choice of 3 leveled reading passages: 1-easy, 2-intermediate, 3-more difficult. Differentiated assessment for the unit objectives is found at the end of each unit, and is built into the TE, providing strategies for customizing instruction for a variety of learner needs. Further support in the Teacher’s Resource book includes summaries of all readings in six common first languages. An ‘Introduction to Linguistics,’ located on pages 26-41 in the TE supplies background linguistic knowledge and comparisons of English sounds to other

languages.

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- C. Cornerstone is a carefully structured program that provides a complete instructional plan across various proficiency levels. As stated in A and B above, differentiation is systematically addressed in skills taught in the lessons, across the units, and specifically noted in sidebars included in the TE.

See Cornerstone A, Unit 3 for examples typical for the series:

- ‘Differentiated Language’ TE pp. T107, T109, T113, T115, T117: Strategies and techniques for leveled instruction.
- ‘Linguistic Note’ pp. T119, T133 and ‘Accelerate Language Development’ pp. T121, T133: Highlighting linguistic and cultural nuances in content appropriate language.
- ‘Extension’ pp. 121, 133, 145: Multi-sensory extension activities located included after every reading.
- ‘Fluency’ pp. 119, 131, 143: Leveled oral reading options.
- ‘Unit 3 Wrap Up’ p. 150: End of unit assessment provides an end of unit evaluation which allows teachers to evaluate student grade level progress.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. The Cornerstone series offers a guided transition by providing scaffolding supports for students to advance within each proficiency level. Texts have built in scaffolding, and the TE includes more scaffolding activities which can be used as needed. Thematic units and ‘The Big Question,’ introduce and connect the student to reading in the content areas. Each reading begins with an exploration of content background and students’ prior knowledge. Other scaffolding support found in lessons and throughout the units include examples of teacher modeling, visual and graphic support, cooperative learning, hands on learning, reading strategies, and comprehension checks. In higher levels, writing activities contain a ‘Writing Checklist,’ and ‘Spelling Tips,’ for immediate writing guidance, as well as a model for students to use as an example of language control. Academic vocabulary is vital to the progression of the EL learner; thus, academic vocabulary is introduced and practiced with every reading. The ‘Skills Handbook,’ found at the end of levels, features easy to use student supports, which are critical to academic skills like grammar, writing, and study skills. In addition, the Teacher’s Resource Book contains summaries for all readings in six languages to help simplify language and create a bridge to understanding.
- B. Skills built throughout the readings and units assist students as they advance from one proficiency level to the next with scaffolded assistance described above in part A. The TE provides step-by step lesson plans, which are supported with instructional cues, to help teachers introduce concepts, teach, and assess effectively. Assessment resources monitor student progress and evaluate student progression through each level. See the ‘Scope and Sequence,’ located on pages

16-19 of the TE for an overview of skill advancement through each level.

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- C. As stated above in A and B, Cornerstone systematically builds upon prior knowledge and explicitly scaffolds learning, as a means to progressing students from one level to the next. Examples from Cornerstone A, Unit 3 are representative of the types of scaffolding found throughout the series:
- ‘Words to Know’ pp. 108-109: Introduction to unit terms with the use of graphic supports.
 - ‘Your Stories about Animals at Home’ pp. 110-11: Uses short readings to connect students to theme and readings in the unit.
 - ‘More About the Big Question’ TE pp. T114, T126, T18: TE features easy to use step-by- step instruction. The Big Question introduces readings, and a graphic organizer is used to scaffold understanding of the reading strategy.
 - ‘Reading Strategy’ pp. 114, 126, 138: Guides reading.
 - ‘Fluency’ pp. 119, 131, 143: Partner work and leveled oral reading lessons.
 - ‘Writing’ pp. 123, 135, 147: Includes student model of the writing activity.
 - ‘Spelling Tip’ and ‘Writing Checklist’ pp. 123, 135, 147: A scaffolding activity found in each writing activity.
 - ‘Think it Over’ pp. 117, 127: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
 - ‘Unit 3 Wrap Up’ p. 150: Written, oral, or visual/active end of unit assessment.

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IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | A. Do the materials include a range of language functions? |
| <input type="checkbox"/> | B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)? |
| <input checked="" type="checkbox"/> | C. Are language functions presented comprehensively to support the progression of language development? |
| <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | |
| <input type="checkbox"/> | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. A range of language functions are used in the instructional language of Cornerstone, both within lessons and in practice activities. After students are taught a new skill, they practice and apply the skill using a variety of language functions. For example, as students respond to comprehension questions, or use reading strategies, they compare, identify, answer, find, describe, and retell. Academic words taught in higher levels include language functions such as: theorize respond, or conclude, to expand students’ knowledge of such universal terms found in multiple content areas. See Level A ‘Scope and Sequence,’ located on pages 16-19 of the TE to view the multiple uses of language functions in the curriculum.
- B. The language functions are attached to the practice activities, and all activities are connected to expanding student understanding of lessons, readings, and thematic units. In addition, the TE uses language functions in the step-by-step instructions of each lesson (ex. ‘Step 2: Practice’ or ‘Step 3: Expand’.)
- C. The progression of language development is supported by the comprehensive use of language functions throughout Cornerstone. As student skills progress in each unit, language functions are used to support the communicative needs of the developing learner. Examples found in level A, Unit 4 show the comprehensive use of language functions in the curriculum:
- ‘Quick Write’ p. 153: Describe and create. ‘Academic Vocabulary’ pp. 175, 189: Conclude, theory, respond.

- 'Reading Strategy' pp. 165, 176: Students identify important concepts within the text to build understanding.
- 'Use a T-Chart' p. 171: List, solve, present.
- 'Phonics and Fluency: Practice' p. 182: Sort words.
- 'Step 2: Practice' TE p. T185: Language function in the step-by-step instructions of each lesson.
- 'Unit 4 Wrap Up' p. 202: Each end of unit assessment uses language functions in each category.

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- | YES | NO | Higher Order Thinking |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| | <input type="checkbox"/> | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials? |
| <input checked="" type="checkbox"/> | | |
| | <input type="checkbox"/> | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Opportunities for students to engage in higher order thinking are present at all ELP levels in each unit and across all levels of the Cornerstone series. ‘The Big Question,’ begins each unit, and ties together all readings. This creates an opportunity for students to discuss content relative to the universal and reflective questions. Every unit includes ‘Think it Over,’ questions that involve complex judgment skills and require students to analyze the reading and come to conclusions. Extension lessons are included throughout the TE and in comprehension sections of the SE. These lessons promote creative thinking while applying previously taught skills. Student research activities are used to evaluate the theme and cultivate connections between subject areas. In higher levels, extension lessons often include a ‘Share with Partner,’ exercise where students react to a partners work by asking questions. ‘Self-Evaluation Questions,’ found at the end of the unit encourage students to reflect on what they have learned in the subject unit as well as recognize what they have accomplished.
- B. Opportunities to engage in higher order thinking are systematically presented in Cornerstone. See the following examples found in Level A, Unit 4:
- ‘The Big Question’ pp. 153, 160, 176, 202: Thematic questions guide readers through unit and require students to speculate and evaluate content.
 - ‘Self-Evaluation Questions’ p. 203: Reflection on the unit. Students reflect on what they have learned in the unit, as well as recognize they have accomplished.
 - ‘Extension’ pp. 171, 185, 197: Projects which use creative thinking and require student presentations and feedback.
 - ‘Think it Over’ pp. 165, 181, 193: Comprehension questions that promote an analysis of the reading.
 - ‘Technology’ TE p. T157: Research and share activity.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Cornerstone is a curriculum aligned to state and national academic content standards, covers a wide range of subject matter topics, and is grade level appropriate. In the TE, TESOL standards are referenced on even pages of each two-page spread for every assignment. The curriculum emphasizes language arts, as well as including significant content area readings and lessons in social studies, math, and science. Examples in level A include “Earth and Beyond,” p. 212 or “Scientists and Crows,” p. 176. Each unit contains lessons aligned to the standards in vocabulary, grammar, phonics, word analysis, fluency, and writing. The ‘Learning Checklist,’ concludes each unit and lists all skills taught in unit. WIDA ELP standards and example topics are abundantly incorporated in lessons such as, level A p. 242, “The Phases of the Moon” (WIDA Language of Science, ELP Standard 5, Grades 3-5, Example Topic: Nature.) In addition, the student assessment book provides questions which are aligned to standards and introduce students to question types found on state exams. See www.pearsonlongman.com for a list of correlations to state and national standards.
- B. All topics covered in the Cornerstone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated instruction and is further supported by a wide variety of teaching resources and technology for comprehensive reinforcement of instruction.
- C. Standard aligned content and topics are systematically presented throughout the Cornerstone series. See the Table of Contents, in the introductory pages of each level to view unit structure and the variety of subject area content. See examples found in Level A, Unit 5:

- 'TESOL Standards' TE pp. T204, T206, T208, T210: TESOL standards listed on even pages throughout TE, these correlate to lessons found on representative pages.
- 'Learning Checklist' p. 255: End of unit list of skills and standards met.
- 'Reading 1: Informational Text/Science', 'Reading 2: Informational Text/Biography', 'Reading 3: Literature/Myths', and 'Bonus Reading: Informational Text/Science' pp. 212, 226, 242, 252: Readings cover a variety of content areas and genres.

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|----|--|
| <input checked="" type="checkbox"/> | | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input type="checkbox"/> | | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | | F. Is the grade level content systematically presented throughout the materials? |
| <input type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | | |
| <input type="checkbox"/> | | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Linguistically and developmentally appropriate content are present in the materials, which address state standards for the targeted grade levels and include WIDA example topics and standards. The first three levels, K, 1, and 2, are grade specific. Levels A–C are a flexible program with grade level content suitable for grades 3-5. Unit themes and ‘The Big Question,’ guide students through lessons anchored by subject area content. Curriculum is designed around high-interest readings, which are supported by grade appropriate images and graphics. Cornerstone curriculum provides rigorous instruction in vocabulary, grammar, phonics, fluency, and writing with the goal of improving academic performance and developing transferable skills. Within the Cornerstone program a wide variety of linguistic supports are incorporated, and include teacher modeling, listening to CD’s, repeated readings, discussions, presentations, and dramatic reading. See the ‘Scope and Sequence,’ located on pages 16-19 of the TE to view grade level content at each level.
- B. Cornerstone uses a curriculum design approach called ‘Understanding by Design’ and differentiated instruction is built into each lesson. These multiple approaches make content accessible for each language proficiency level. Students advance through levels of Cornerstone curriculum and eventually progress to mastering mainstream coursework.
- C. As stated above in A through D, Cornerstone content was selected based on grade level appropriate state and national standards. This content is systematically presented throughout the material. See ‘Scope and Sequence,’ in the introductory pages of all levels to corroborate this well-articulated structuring of the program. See Level A, Unit 5 for representative examples of Cornerstone content:
- Reading 1: “Earth and Beyond” p. 212: Science/Informational Text.

- Reading 2: “Franklin’s Dream” p. 226: Biography/Informational Text.
- Reading 3: “One Moon, Many Myths” p. 242: Myths/Literature.
- Bonus Reading: “The Phases of the Moon” p. 252: Science/Informational Text.
- Writing: ‘Write a Report’ p. 223, ‘Write an Autobiography’ p. 239, ‘Write a Myth’ p. 251.
- Grammar: ‘Present Tense Verbs’ p. 222, ‘Past Tense Verbs’ p. 238, ‘Future Tense Verbs’ p. 250.
- ‘Learning Checklist’ p. 255: Lists skills taught in Unit 5.

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IVC. INSTRUCTIONAL SUPPORTSYES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Sensory supports are present and varied throughout the Cornerstone program. All units are strongly supported with a range of dynamic visual supports, including computer graphics, artist’s illustrations, and photographs to enhance student understanding of content. Visual literacy is explicitly taught in the unit opener, allowing students to investigate images related to the theme, and discussion prompts are noted throughout the TE (level A pp. 256-258, 275, 279.) Included in each unit is a photo essay labeled ‘Picture Walk,’ which builds visual literacy and background knowledge. Content area lessons include supporting graphics, like diagrams, which illustrate cause and effect (Level A pp. 112, 115-117, photos of artifacts pp. 191-193, and models pp. 211, 216 .) Multi-sensory lessons activities specific to the targeted proficiency level are also included. For example, students sing songs related to vocabulary, teachers use puppets in instruction, students play physical learning games, or draw pictures. ‘Unit Wrap-Up,’ which includes assessments is found at the end of each unit, and gives students and teachers choices of oral, written, or visual/active activities, as well as acknowledging a diversity in learning styles. A video DVD available with this curriculum features background information on the unit themes, and audio CD’s are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

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- B. Sensory supports relevant to concept attainment are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching background knowledge of subject. As stated above in A, the 'Unit Wrap Up,' is an oral, written, or visual/active assessments enabling teachers to match students with an appropriate activity based on proficiency level. Extension activities also offer hands-on projects and include creating collages, writing captions, and drawing.
- C. Sensory supports are systematically presented throughout all units and levels in the Cornerstone series. See examples found in level A, Unit 6:
- 'Unit 6: Arts Festivals' pp. 256-257: Unit opener visually introduces theme, Big Question, readings and unit objectives.
 - 'Visual Literacy' TE p. T256: Students study the photographs and make inferences.
 - 'What Do You Know about Arts Festivals?' pp. 258-259 and 'Vocabulary' pp. 262- 263: Vocabulary instruction is supported visually.
 - "How to Make Puppets" p. 278: Informational text supported by appropriate visuals.
 - 'Picture Walk' pp. 280-281: Photo essay develops background info and visual literacy.
 - 'Extension' p. 297: Students create and perform a dance.
 - 'Unit 6 Wrap Up' p. 302: Written, oral, visual/active unit assessments.

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- | YES | NO | Graphic Support |
|-------------------------------------|----|---|
| <input checked="" type="checkbox"/> | | D. Are graphic supports present and varied in the materials? |
| <input type="checkbox"/> | | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | | F. Are graphic supports systematically presented throughout the materials? |
| <input type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | | |
| <input type="checkbox"/> | | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All lessons, at every level of Cornerstone are comprehensively supported with a variety of graphic material appropriate to the proficiency level. At the very beginning of each unit, graphics introduce a theme and bridge student comprehension with activities that build background knowledge. Visual supports are used in vocabulary, phonics, reading, and writing lessons. Images like sequence illustrations are used in informational texts to bridge understanding of content (ex. visual science sequence of a tadpole developing into a frog.) In addition, graphic organizers are used in practice activities to organize information for writing lessons. In each reading, graphic organizers like main idea or cause and effect charts are used to teach reading strategy. ‘Comprehension,’ lessons found after each reading, feature a graphic organizer specific to the reading strategy. The same graphic organizer is then typically used in the accompanying pre-writing activity. Practice Books that accompanies materials use similar vocabulary, phonics, and comprehension graphic supports as the textbook.

B. Graphic supports used in Cornerstone are always relevant to concept attainment and presented in a manner, which reinforce communicative goals for the proficiency level. Specific graphic supports such as language starters are used to create sentences and visual vocabulary scaffolds language development. Throughout the TE, ‘Visual Literacy,’ expands the meaning of graphics to promote further understanding content. ‘Differentiated Instruction,’ often uses content graphics and graphic organizers to scaffold and extend lessons.

C. As stated in A and B above, graphics supports are systematically presented throughout the materials. Examples found in Cornerstone level A, Unit 6 are characteristic of supports found throughout all levels:

- ‘Words to Know’ pp. 258-259: Uses visual language frames to scaffold sentence creation.
- ‘Introduce’ TE: pp. T264, T276, T290: 5W Chart, Sequence Chart, Venn Diagrams.
- ‘Comprehension’ pp. 271, 285, 297: T-Chart, Sequence Chart, 5 W Charts.

- ‘Author’s Purpose’ p. 270: Uses cause and effect chart in instruction.
- ‘Fluency’ pp. 269, 283, 295: Instruction supported with sequence boxes.
- “How to Make Puppets” p. 278: Graphics supports are used in Informational text.
- ‘Write a Newspaper Article’ p. 299: Pre-writing exercise using K W Chart.

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YES	NO	Interactive Support
<input checked="" type="checkbox"/>		G. Are interactive supports present and varied in the materials?
<input type="checkbox"/>		H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
<input checked="" type="checkbox"/>		I. Are interactive supports varied and systematically presented in the materials?
<input type="checkbox"/>		
<input checked="" type="checkbox"/>		
<input type="checkbox"/>		

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Interactive support is varied and relevant to concept attainment in the Cornerstone program. Opportunities to discuss and confirm both background and prior knowledge begin each unit and reading. Partner, small and whole group discussions, and practice activities are interactive strategies which can be used in every unit to facilitate comprehension of content and promote meaningful communication. Extension projects and unit assessments often use cooperative group structures. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Native language support is noted throughout the TE in lessons like ‘Linguistic Note,’ ‘Sharing Language and Culture,’ and with the ‘CRI’ icon. These lessons are culturally and linguistically responsive and incorporate the diversity of student’s background and cultures into the curriculum. The Teacher’s Resource book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonlongman.com website contains a student area with games and practice.
- B. All interactive supports are relevant to concept attainment for the targeted proficiency level. Interactive supports described above in A and referenced in C are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.
- C. Interactive supports are varied and systematically presented throughout the Cornerstone material. Examples found in Level A, Unit 6 are representative of lessons found in all levels:
1. ‘What about you?’ p. 261: Small groups share personal stories that connect to theme.
 2. ‘Think it Over’ p. 267: Comprehension questions answered with a partner, in whole

class discussion or individual writing.

3. 'Phonics and Fluency' pp. 268-269: Practice exercises include cooperative activities.
4. 'Sharing Language and Culture' TE pp. T261, T285: Students have an opportunity to exchange cultural information in extension lessons included throughout the TE.
5. 'CRI' pp. T259, T269, T275, T277, T281: Icon signals interactive lessons that are culturally responsive.
6. 'Unit 6 Wrap Up' p. 302: Assessments include interactive supports.

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Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation

IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context

IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

IIB. Domains:

- t **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- t **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- t **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- t **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.



Protocol for Review of
Instructional Materials for ELs

WIDA PRIME Correlation

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Introduction

The Protocol for Review of Instructional Materials for ELs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELs (PRIME) is twofold:

- To assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- To aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

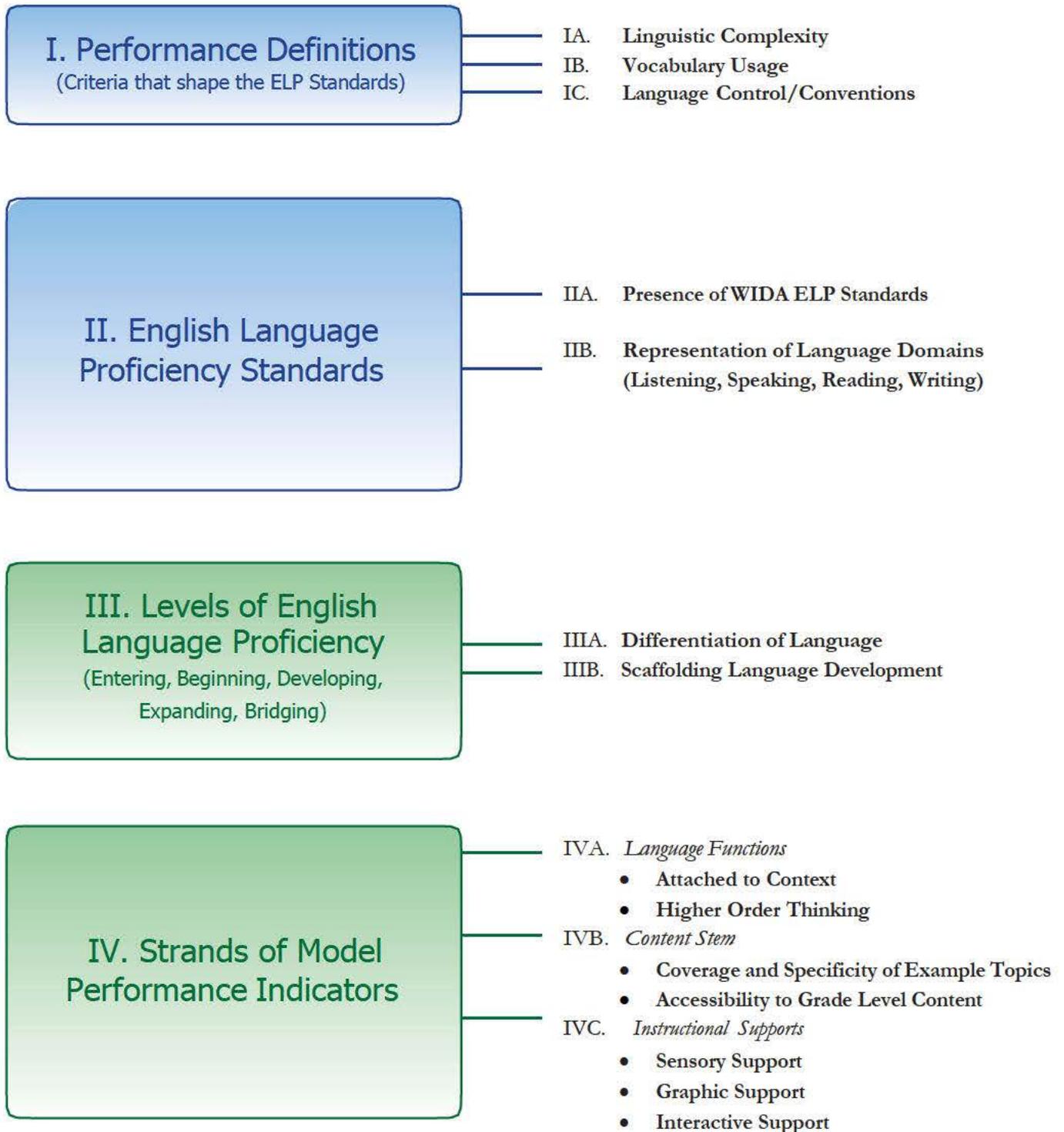
Directions for completing the Protocol for Review of Instructional Materials for ELs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

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Organization of the WIDA English Language Proficiency Standards in Relation to the Protocol for Review of Instructional Materials for ELs

The 14 PRIME criteria are in **BOLD** below.



WIDA Protocol for Review of Instructional Materials for ELs
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Part 1: Information About Materials

Publication Title(s): Pearson Longman Keystone, copyright 2020

Publisher: Pearson Longman

Materials/ Program to be Reviewed: Keystone (multilevel program for English learners); specific examples in this correlation are drawn from Keystone A

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Workbooks, Assessments, Reading Guides, Technology Suite; References drawn

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 6-12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: Copyright 2020; www.pearsonschool.com

In the space below explain the focus or intended use of the materials.

Pearson Longman Keystone is a multilevel program specially designed to help English learners acquire English language proficiency while mastering rigorous academic standards in Grades 6-12. Keystone A, B, and C levels are for the lower secondary grades and Keystone Building Bridges, D, E, and F are used for the higher grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills suitable for all grades, 6-12. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving greater academic success in their coursework across the curriculum.

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Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is an eight-level accelerated reading and language arts program developed specifically for students in Grades 6-12. The flexibility of the Keystone series allows students of all proficiency levels, from Entering through Bridging, to practice language in social situations and academic settings. Differentiated instruction (Leveled Support) for students is noted throughout the texts. Teachers are guided to accelerate language development through exercises which teach grammar, linguistics, pronunciation and spelling in a consistently recognizable manner. Each unit begins with a Big Question that is used as a guide for discussion, writing exercises, and exploration of background knowledge and themes. This approach scaffolds student learning as they progress through the unit and guides a final spoken and written literary response. All lessons have a variety of listening, speaking, reading, and writing activities that vary in complexity and cumulate with Workshops. These final activities use all the skills introduced in the unit.

B. Keystone addresses linguistic complexity for all targeted levels. Beginning course levels are heavily supported by visual vocabulary and instruction, while advanced level lessons require more sophisticated oral and written discourse. Leveled Support is built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learners' abilities. The Teacher's Resource Book provides reading summaries in six languages, allowing students to preview the lesson reading in their home language. Additional linguistic exercises are located in the Workbook and Assessment book.

C. Linguistic complexity is systematically addressed throughout the entire Keystone program. Every unit of the program contains similar types of lessons. See examples found in Keystone A Teacher's Edition, Unit 1, Reading 1 pp. 2-19:

- The Big Question pp. 2-4: Introduces theme and lessons in the unit using discussion and writing activities.
- Prepare to Read pp. 4-5: Builds background knowledge and teaches vocabulary through cooperative learning and a graphic organizer.
- Leveled Support pp. T4, T8, T14: Lists scaffolds for the different proficiency levels.
- Writing: Quick Write p. 3, Practice p. 5, Writing pp. 18-19, On Your Own pp. 9, 11, 13.
- Listening and Speaking: The Big Question pp. 2, 4; Discussion p. 15; Before You Go On pp. 9, 11, 13; Set a Purpose for Reading p. 8.

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Through carefully sequenced instruction and practice, Keystone accelerates vocabulary acquisition to ensure academic success. Before each reading selection, vocabulary is introduced and practiced in the Student Edition and Workbook through three key lessons: First, Key Words for content area vocabulary and literary terms are presented, defined, and practiced. Secondly, Academic Words from the Academic Word List that appear across all content areas are introduced and practiced. Word Study finishes the prereading vocabulary lessons with instruction in skills and strategies to help students decode unfamiliar words to derive meaning. Words and phrases are highlighted and defined throughout the readings. Teachers are able to preteach these highlighted words and phrases to develop context and meaning. Phrases and expressions are taught with vocabulary and practiced in conversation and through writing activities.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio) and practice opportunities are available throughout the lessons in student texts and workbooks. Vocabulary is supported in the lower levels of the series with colorful illustrations and photos. Specific and technical vocabulary is introduced in context with content area readings. Leveled Support is found throughout the Teacher's Edition for teachers to use as needed in the classroom.

C. General, specific, and technical language is systematically presented throughout Keystone. Sequenced vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. See the Scope and Sequence on Teacher's Edition pages 36-39 in Keystone A for vocabulary taught in each unit. The examples given for Keystone A, Unit 1, Reading 1 are indicative of the structure for all readings:

- Listening and Speaking: Key Words p. 5: Key words are taught and practiced in context.
- Vocabulary Teacher's Edition p. T5: Students listen to CD and repeat words.
- Listening and Speaking: Academic Words p. 6: Words used in all content areas are presented and practiced in context with a partner.
- Word Study p. 7: Spelling words with ar, er, and or, are presented with a spell aloud partner practice.
- Fact or Fiction? pp. 8-13: Words are highlighted and defined throughout reading.
- Preteaching Boldfaced Words pp. T8, T10, T12: Teachers help students preview, discuss, and model using the words in context.
- Review and Practice pp. 26-27: Includes the lesson Read for Fluency to review difficult words in the reading; In Your Own Words uses reading vocabulary to retell or summarize.

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Oral and written discourse is abundantly present throughout Keystone, consequently learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. These activities include, but are not limited to, collaborative writing assignments, cooperative presentations, discussions, literary responses, and social conversations. Fluency is specifically addressed in lessons such as Read for Fluency and Reader's Theater. These exercises practice pace, intonation, and expression. Grammar, usage, and mechanics are taught after each reading and applied in the connected writing lesson. Writing Checklists accompany each lesson to develop skills of structuring and revising written text. Highly scaffolded Workshops at the end of each unit present learners with the opportunities to develop and present a final polished project infused with the skills taught throughout the unit. Additional opportunities to demonstrate language control are included in the Workbook, Reader's Companion, and Assessment book for each level. See Scope and Sequence on Teacher's Edition pages 36-39 to view the listening and speaking, grammar, and writing activities included to develop language control.

B. The methods used in oral and writing activities include many ways to assist all levels of learners and are used at every level in the series. Leveled Support is built into lessons to provide strategies for customized instruction to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. These range in difficulty from short response oral and writing activities to engaged content area discussion and opportunities for thoughtful reflection. Listening Skill and Speaking Skill notes are included throughout the text to assist students in Listening and Speaking situations such as conversational opportunities or appropriate expression of classroom etiquette. Each unit culminates with a final opportunity to demonstrate language control using project-based learning. Language control is monitored, and assessments are found in all units and in the Assessment book.

C. In each carefully structured lesson and unit, opportunities to demonstrate language control

are presented in the Keystone series.

For examples of language control activities in a typical unit see Keystone A, Unit 1:

- Discussion pp. 15, 31, 45, 59: Paired, small group, or whole class discussions.
- Grammar pp. 16-17, 32-33, 46-47, 60-61 and Writing pp. 18-19, 34-35, 48-49, 62-63: Grammar and Writing are taught after each reading.
- Fluency Check, Read for Fluency, and Reader's Theater pp. 15, 30, 45, 58: Fluency activities included after each reading.

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Keystone, a language acquisition program, relies primarily on a Language Arts curriculum that uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout the series. Each unit contains four high-interest readings, which are a balanced blend of subject-based informational text and classic and contemporary literature. An additional Art History lesson, written by educators at the Smithsonian American Art Museum, concludes each unit. Prereading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Academic vocabulary are terms commonly used in all content areas to promote transferable academic language development. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. For example, students research and gather information, use reading and study strategies, and develop sophisticated compositions and student presentations. The program components provide further practice in the five ELP standards.

B. Systematic academic skill development through the teaching of Common Core State Standards is clearly identified within each unit and level of the Keystone series. Prereading and postreading lessons are structured in the same manner for every reading and include practice exercises using social and instructional language related to listening, speaking, reading, and writing. The following examples found in Keystone A, Unit 2 show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:

- The Big Question p. 76: Students brainstorm and share ideas relating to unit theme.
- Build Background p. 78: Prereading history lesson introduces reading content.
- Vocabulary pp. 79-81: Key and academic words are taught and practiced in context and include social studies terms specific to reading, such as ancient, ceremony, and classical.
- Reading Strategy p. 81: Compare and contrast Greek, Roman, and Maya cultures to understand the reading.

Reading 1:

- "Ancient Kids" pp. 82-87: Social Studies informational text with comprehension questions located on pp. 83, 85, 87.

- Set a Purpose for Reading p. 82: Students use reading strategy to set the purpose.
- Comprehension p. 88: Recall, Comprehend, Analyze, and Connect types of questions.
- In Your Own Words p. 88: Students use reading vocabulary to summarize text.
- Extension p. 89: Students pick a culture presented in the reading to research.

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each lesson in the Keystone series is built around the language domains of listening, speaking, reading, and writing. The end of unit lessons Listening and Speaking Workshop and Writing Workshop target and expand specific domain skills developed throughout the unit. A typical unit includes four lessons that are thematically linked and centered on an informational or literary reading. Preceding each reading, vocabulary and word study are taught and practiced using listening, speaking, and writing activities. These activities can include listening to vocabulary on a CD, partner and group discussions, or writing about background knowledge. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject content areas. After the reading, students complete Review and Practice activities. These typically include comprehension checks, a discussion, a response to literature or reading for fluency, and working on an extension activity such as researching an original question. Grammar and Writing exercises complete the lessons. All lessons are supported with further practice in the student Workbook, Reader's Companion, and Assessment book.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the Keystone series. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. Listening Skills and Speaking Skills are attached to exercises with helpful tips to improve communication (see Level A pp. 15, 31, 45, 59). Differentiated instruction in the Teacher's Edition provides strategies in customizing all domain instruction for a variety of proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains as explained in section A for all levels. See the Scope and Sequence in Keystone A Teacher's Edition pages 36-39 for a comprehensive listing of listening, speaking, reading, and writing activities. See the following representative examples in Keystone A, Unit 2:

- The Big Question pp. 76-77: Introduces unit, theme, and background information and highlights with the related content domain found in the unit.
- Prereading Lessons pp. 94-97: Introduces literary and academic words for the lesson. Word study lesson teaches suffixes. Practice includes cooperative and written response.
- "Becoming Naomi Leon" by Pam Munoz Ryan pp. 98-103: Novel excerpt and audio CD for read along activity.
- Before You Go On and On Your Own pp. T99, T101, T103: Comprehension questions require both written and oral response.
- Review and Practice pp. 104-105: Includes Reader's Theater, Comprehension, Discussion, and Response to Literature lessons covering all domains of instruction.
- Grammar pp. 106-107 and Writing pp. 108-109: Write about a character and setting using sensory details.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is a proficiency based, accelerated reading and language arts program for Grades 6-12. Keystone levels A, B, and C are designed for the lower secondary grades, and Building Bridges, Keystone D, E, and F for the upper grades. A newcomer level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills, at all Grades 6-12. Standards-based assessments for every reading selection, unit, midterm, and end of level test measure progress throughout the year and ensure students are mastering the standards and developing transferable skills. Leveled Support for differentiated instruction is built into every lesson in the Teacher's Edition and provides strategies for customizing all domain instruction for varying levels of learners. An exit exam determines if a student continues to the next level of the program or is ready for mainstream coursework. Additional resources provide further assistance to language learners at all levels.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Keystone a wide variety of learning supports are incorporated, including examples of teacher modeling, listening to CDs to accompany repeated reading, and partnered or whole class discussions. Fluency is practiced in postreading lessons such as Read for Fluency and Reader's Theater. These lessons practice reading skills such as pace, intonation, and expressive/dramatic use of language. For further student support, the Teacher's Resource Book contains summaries of all readings in six common first languages. An Introduction to Linguistics on Teacher's Edition pages 40-55 supplies background linguistic knowledge, and comparisons of English intonation and sounds to other languages.

C. Keystone is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the lessons, across the units, and through the levels. See Keystone A, Unit 3 for examples that are reflective of the entire series:

- Leveled Support Teacher's Edition pp. T154, T158, T164: Strategies and techniques for leveled instruction.
- Linguistic Note Teacher's Edition pp. T156, T172 and Accelerate Language Development Teacher's Edition pp. T166, T168, T180, T182: Provides teachers with assistance in understanding linguistic and cultural nuances in language appropriate to teaching the lesson.
- Media Literacy and Projects p. 215: Leveled and multisensory projects.
- Reader's Theater pp. 164, 194; Read for Fluency pp. 179, 209: Fluency practice and assessments found after each reading and unit.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Keystone series provides scaffolding supports for students to advance within each proficiency level. Scaffolding is designed into the curriculum and also represented in the Teacher's Edition with extra exercises. This allows the teacher to respond to the flow of the lesson and scaffold when student need arises. Thematic units and The Big Question introduce and connect the student to reading in content areas. Explorations of background and students' boxes attached to speaking, listening, and writing lessons contain tips and checklists, providing helpful guidance within the lessons. Writing lessons also contain models for student use and demonstrate structure and language control. Typical scaffolding supports found in Keystone lessons include teacher modeling, visuals and graphics, cooperative learning, hands-on learning, dramatic activities, reading strategies, and comprehension checks. Academic vocabulary is vital to the progression of the EL learner; consequently, academic vocabulary is introduced and practiced with every reading. At the conclusion of each level, a Skills Handbook features easy to use support material critical to further academic skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to simplify the reading and create a bridge to understanding.

B. With the assistance of the scaffolding described above in A, transferrable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. See the Scope and Sequence located on Teacher's Edition pages 36-39 for an overview of skill advancement through each level.

C. The Keystone program systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The following is a sampling of scaffolding exercises from Keystone A, Unit 3:

- Build Background p. 154: A background lesson connects students to reading content.
- Scaffolding: Listen and Read pp. T158, T174, T188, T204: Read along with the audio CD.
- Listening Skill pp. 165, 179, 195; Speaking Skill pp. 164, 178, 194: Helpful advice specific

to content.

- Writing Workshop pp. 218-222: Includes student writing models in the prewriting, revision, and final draft phase for complete lesson support.
- Writing Checklist pp. 169, 183, 199, 213, 219: Writing guidelines provided in a checklist for guided revision.
- Before You Go On pp. 159, 161, 163: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
- Discussion pp. 165, 179, 195, 209: Teacher models discussion as students work in pairs or small groups.

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IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO Context

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e., are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In the Keystone series all activities provide practice using a range of language functions. Language functions found in Keystone include retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional language and found throughout all levels. Academic vocabulary includes language functions such as theorize, identify, illustrate, and create, providing additional student exposure to terms that transfer to other content areas. See the level A Scope and Sequence located on Teacher's Edition pages 36-39 to view the widespread uses of language functions in the curriculum.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding of the lessons and thematic units. After students are taught a skill, they practice and apply the skill using a variety of language functions in context. The Teacher's Edition uses language functions in the step-by-step instruction, for example Step 2: Practice or Step 3: Extend.

C. The progression of language development is supported by the comprehensive use of language functions throughout Keystone. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples found in Keystone A, Unit 4 show the comprehensive use of language functions in the curriculum:

- In Your Own Words p. 252: Identify the main idea.
- Response to Literature p. 239: Describe and respond to reading.
- Discussion p. 239: Discuss in pairs or small groups.
- Practice p. 259: Discuss and describe proverbs.
- Reading Strategy p. 261: Identify Author's Purpose.
- Word Study: Homophones p. 247: Define each pair of homophones.
- Link the Readings p. 286: Discuss and compare the unit readings.

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- | YES | NO | Higher Order Thinking |
|-------------------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| | <input type="checkbox"/> | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials? |
| <input checked="" type="checkbox"/> | | |
| | <input type="checkbox"/> | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Opportunities to engage in higher order thinking are present for all ELP levels in each unit, and across the Keystone series. In the On Your Own section, reading comprehension questions involve complex judgmental skills involving analysis, evaluation, and synthesis. Every unit concludes with exercises such as Media Literacy and Projects, Writing Workshop, and Listening and Speaking Workshop. These activities require research, analysis, and creativity while applying skills taught consistently throughout the lesson format. After the four readings in each unit of Building Bridges and Keystone levels A-F, a Link the Readings lesson uses critical thinking to compare and contrast the readings and link them to the unit theme. In addition, the final lesson in Keystone levels A-F, Smithsonian American Art Museum: The Language of Art, develops students' cultural and visual literacy by analyzing and evaluating pieces of American art. This is a final exploration of the Big Question. Students explore the connection of the artwork to the unit theme and answer questions such as "What would you show in a painting to illustrate the ideas of winning and losing?" (Level A, Unit 4, p. 297)
- B. Opportunities to engage in higher order thinking are systematically addressed in Keystone. As stated in D above, skills and strategies are included in each lesson and unit. See representative examples in Keystone A, Unit 4:
- On Your Own pp. 249, 251: Found in every reading are questions that require complex judgment skills.
 - Link the Readings p. 286: Critical thinking exercise links content in unit readings.
 - Media Literacy and Projects p. 287: Creative, leveled, multisensory extension projects.
 - Listening and Speaking Workshop pp. 288-289: Students research, organize, present, and evaluate in these extensive lessons.
 - Writing Workshop pp. 290-294: Expository essay lesson that requires organization, evaluation, and publication of personal writing.
 - Smithsonian American Art Museum: The Language of Art pp. 296-297: Students evaluate and analyze American art and as it relates to the Big Question and theme of each unit.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Keystone is a standard-aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. Grade appropriate standards were used to design the Keystone curriculum. Common Core State Standards are listed on the pages of the Teacher's Edition as an easy-to-use reference for all lessons. Each reading chapter contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons. The language arts dominated curriculum also integrates social studies, math, science, and art history lessons clearly labeled throughout the units. WIDA ELP standards and topic examples are abundantly represented in each unit. In addition, the student assessment book provides standard-aligned tests that introduce students to the types of questions found on state exams. See www.pearsonschool.com for a comprehensive list of correlations to state and national standards.

B. All topics covered in the Keystone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated and scaffolded instruction and is further supported by a variety of teaching resources and technology for comprehensive instructional reinforcement.

C. Example topics are systematically presented throughout the units in the Keystone series. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level. The Scope and Sequence found on Teacher's Edition pages 36-39 lists all vocabulary, word study, grammar, and writing structures and modes in each level. See examples found in Keystone A, Unit 5:

- Common Core State Standards in the Teacher's Edition pp. T300, T304, T312, T318, T322, T326: Standards listed throughout the Teacher's Edition that correlate to lessons found on representative pages.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: Readings in every unit

cover a variety of content areas and genres.

- What You Will Learn? pp. 300, 318, 332, 350: Prior to each reading chapter, this text box lists content of reading, grammar, and writing lessons.

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- | YES | NO | Accessibility to Grade Level Content |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| | <input type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input checked="" type="checkbox"/> | | F. Is the grade level content systematically presented throughout the materials? |
| | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | | |
| | <input type="checkbox"/> | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All content in Keystone is linguistically and developmentally appropriate for the targeted grade levels. Keystone content is standard-aligned and includes grade level appropriate WIDA example topics. Repeated exposure to vocabulary and morphology, which is both academic and content oriented, increases student ability to comprehend grade level content. High interest readings of varied genres are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each reading chapter along with opportunities to practice language control. In addition, projects and workshops use cumulative skills taught in the unit to develop polished presentations and publications. See the Scope and Sequence located on Teacher's Edition pages 36-39 to view grade level content in each level.

B. In the eight level Keystone series, grade level content is accessible to all targeted levels of language proficiency. Leveled support for differentiated instruction is built into each lesson, making content accessible to all language proficiency levels. Assessments can be customized using ExamView, an electronic test generator, to tailor instruction to individual learners' needs.

C. Keystone presents grade level appropriate content in a structured systematic manner, which allows students to build progressive skills. Grade level content is aligned to the state and national standards. See the Scope and Sequence on Teacher's Edition pages 36-39 to corroborate the careful structuring of the program.

See examples in Keystone A, Unit 5:

- Table of Contents Teacher's Edition pp. 22-33: Content is clearly labeled.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The

Language of Art p. 374: High interest readings of varied genres are found in every unit.

- Writing: Write a Formal E-mail p. 316; Write How-to Instructions p. 330; Write a Plot Summary p. 348; Write a Paragraph That Classifies p. 362; Expository Essay pp. 368-372.
- Grammar: Verbs pp. 314-315; Imperatives pp. 328-329; Reported Speech pp. 346-347; Active Voice and Passive Voice pp. 360-361.

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IVC. INSTRUCTIONAL SUPPORTSYES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?
-
-
-

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Pearson Longman Keystone program. All units are strongly supported with a range of dynamic visual supports that introduce the unit themes, enhance the readings, and assist understanding of lessons. Visual supports are specific to content and include maps, photographs, scientific illustrations of processes and cycles, sequence blocks, and pictures of artifacts. Images found within each unit are analyzed and discussed in Visual literacy, activities designed for students to skim the unit images and predict reading content. The end of the unit lesson, Smithsonian American Art Museum: The Language of Art, uses American art and artists to further express the theme and to develop cultural and visual literacy. Extension lessons and Media Literacy and Projects are hands-on, sensory rich activities, such as creating a DNA model, illustrating the setting of a written work through art, recording sounds, or creating a skit with costumes and music. A DVD is available with this curriculum and features background information on the unit themes, and audio CD's are included to model oral reading fluency. A list of available Teaching Resources is included with every lesson in the Teacher's Edition.

B. All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Vocabulary and related concepts are supported throughout the levels with illustrations and photographs. Practice activities are visually supported in a fashion that supports a deeper understanding of instruction and background knowledge. Listening and Speaking Skill notes are included to support practice exercises and model ideal classroom communication. In addition, multisensory Media Literacy and Projects provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the Keystone eight level series. Supports are integrated into each lesson and are connected contextually. See representative example found in Level A, Unit 6:

- Unit 6 What is your vision of life in the future? pp. 376-377: Unit opener visually introduces theme, Big Question, readings, and unit objectives.

- Preview the Unit: Visual Literacy Teacher's Edition p. T376: Students study unit images and predict reading content.
- Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: References resources.
- Vocabulary pp. 379-381: Images support comprehension of vocabulary.
- Extension p. 389: Students write about possible future events.
- Media Literacy and Projects p. 443: Students choose from multisensory projects to apply unit skills.

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- | YES | NO | Graphic Support |
|-------------------------------------|----|---|
| <input checked="" type="checkbox"/> | | D. Are graphic supports present and varied in the materials? |
| <input type="checkbox"/> | | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | | F. Are graphic supports systematically presented throughout the materials? |
| <input type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | | |
| <input type="checkbox"/> | | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. In every level of Keystone, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings. The most common graphic support are organizers such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in every prewriting exercise. Writing Workshops demonstrate the writing process with a sample of student writing by modeling processes such as revision. Charts are commonly used throughout the readings to convey information and in practice exercises such as Grammar and Link the Readings. The Workbook supports each lesson in the text and relies heavily on the use of graphic organizers in practice exercises.
- B. All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher modeled and practiced through multiple use, which include prewriting activities and whole class discussions. Throughout the Teacher's Edition, Visual Literacy expands the meaning of graphics to promote further understanding content. Leveled Support often uses content graphics and graphic organizers to scaffold and extend lessons.
- C. Examples of graphic supports presented above in D and E are used systematically throughout the entire Keystone series. In addition, support materials such as the Workbook and Reader's Companion that accompany each level offer structured graphic support for all lessons. See representative examples found in Level A, Unit 6:
- Visual Literacy Teacher's Edition p. T376: Expands student understanding of unit graphics.
 - In Your Own Words p. 388: Chart used to organize main idea and details to create a reading summary.
 - Writing pp. 392-393, 410-411, 426-427, 440-441: Prewriting activities use graphic organizers.
 - Response to Literature p. 407: Student Edition writing activity uses a semantic web;

Response to Literature p. T407: Teacher's Edition lesson uses the web to guide a whole class discussion of reading material.

- Learn Key Words, Listening and Speaking: Academic Words, and Word Study pp. 429-431: Uses charts in vocabulary instruction.
- Link the Readings p. 442: Uses a chart to compare and contrast unit readings.
- Writing Workshop pp. 446-452: Student models are used to represent stages of the writing process from prewriting to the final draft.

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- | YES | NO | Interactive Support |
|-------------------------------------|----|---|
| <input checked="" type="checkbox"/> | | G. Are interactive supports present and varied in the materials? |
| <input type="checkbox"/> | | H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | | I. Are interactive supports varied and systematically presented in the materials? |
| <input type="checkbox"/> | | |
| <input checked="" type="checkbox"/> | | |
| <input type="checkbox"/> | | |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Every lesson in Keystone has interactive supports that are varied throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in paired, small group, and whole group situations to practice and apply skills, dramatize readings, or discuss background knowledge material. Larger cooperative projects are integrated into the curriculum in lessons, such as Media Literacy and Projects or Listening and Speaking Workshops, where students create, practice, and present as a group. The Internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Interactive native language support is included throughout the Teacher's Edition in the Linguistic Notes and with the CRI icon. These lessons are culturally and linguistically responsive and incorporate the diversity of students' background and culture into the curriculum. The Teacher's Resource Book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonschool.com website contains a student area with games and practice.

B. The interactive supports found in all levels of the Keystone series are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

C. Interactive supports are systematically presented and varied throughout the Keystone series. See representative examples found in Level A, Unit 6:

- Research Report p. 446: Students use the Internet, magazines, books, or encyclopedias to gather information on chosen topic.
- Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: The text box lists resources such as the CD-ROM/e-book.
- CRI Teacher's Edition pp. T389, T407, T423, T437: Icon signals interactive lessons that are culturally responsive.
- Linguistic Note Teacher's Edition pp. T380, T396, T414, T430: Provides linguistic support

specific to lesson.

- Discussion pp. 389, 407, 423, 437: Paired and small group discussion of reading comprehension questions.
- Dramatic Reading p. 406: Reread, discuss, interpret, memorize, and perform a poem in a group.
- Listening and Speaking Workshop pp. 444-445: Small group brainstorming activity helps students choose a topic to research, prepare, and present a speech to the class.

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Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation

IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context

IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

IIB. Domains:

- t **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
- t **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
- t **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- t **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – Type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.

Mondly

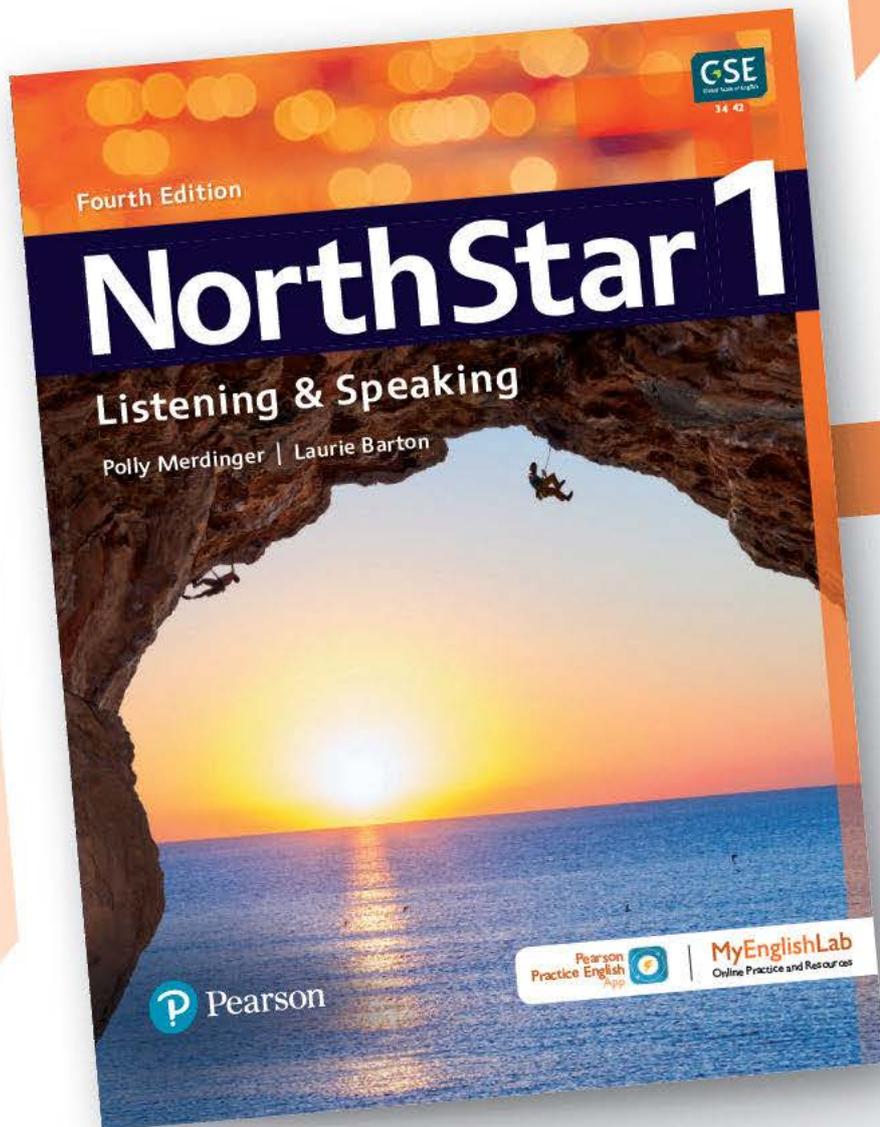
Mondly will be utilized as an additional tool to support EL students with acquiring English language. Mondly is a digital, gamified language learning application that can be used at any time on any device. Mondly is based on the inductive method: learn by doing, context and example, and extrapolate to rules. Unlike deductive learning, where learners are given a set of rules they will need to apply, inductive learning is a discovery process where students discover rules by themselves by looking at examples.

Students will benefit from the interactive, engaging and self-paced language acquisition lessons presented through Mondly to help them learn and practice English at their own pace. Mondly provides students an opportunity to acquire language by focusing on phrases, not individual words, offers an opportunity for students to listen to language spoken by native speakers and practice real conversations within the application, and presents lesson repetition to help promote fast language learning. Mondly also gives students the chance to test linguistic skills by practicing real-life conversations in the target language via Chatbot: students can have conversations with the chatbot, receiving instant feedback on their pronunciation.



GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



GSE, NorthStar Listening & Speaking 1, 4th Edition – © 2020

NorthStar 1, 4e

NorthStar 1, Fourth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher’s Resources, including:
 - Student eBook
 - Downloadable achievement tests
 - Classroom audio
 - Audioscripts
 - Video activities
 - Videoscripts
 - Teacher’s Manual with Lesson Planners and Teacher’s Notes
 - Answer Keys
 - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

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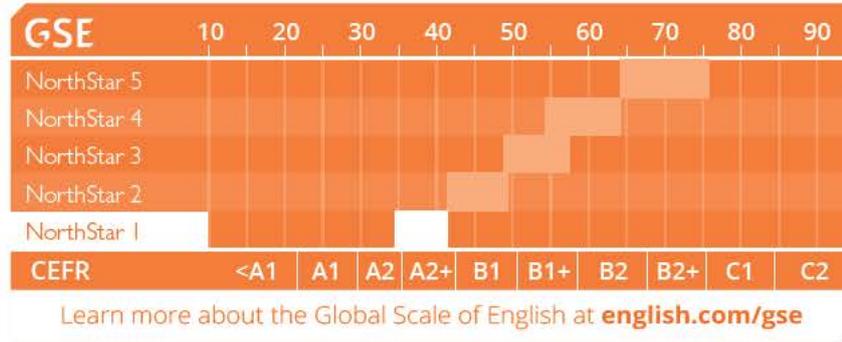
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(CJ _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000 _A)	North (2000) descriptor, adapted or edited
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NorthStar Listening & Speaking 1

UNIT 1 Unique Homes

INFERENCE – Inferring both sides of a story

NOTE-TAKING – Taking notes with + and /

LISTENING – Identifying and understanding advantages and disadvantages

GRAMMAR – Present and past of *be*

SPEAKING – Asking for more information

FINAL SPEAKING TASK – Role-play: Discussion between two friends looking for a place to live

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	5
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	5
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	5
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	7
	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	11
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	12
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	3
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	8
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	14
	Can communicate in routine tasks requiring simple, direct exchanges of information. (C _A)	36	A2+ (36–42)	21
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	22, 25
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	24

UNIT 2 Making Unusual Art

INFERENCE – Inferring why someone is surprised

NOTE-TAKING – Using initials to reference people in your notes

LISTENING – Identifying main ideas and details

GRAMMAR – Simple present

SPEAKING – Expressing opinions

FINAL SPEAKING TASK – Role-play: Museum curators choose unusual art for a modern art museum

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	31
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	31
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	32
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	36
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	28
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	27, 30
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	33, 39
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	47, 50
	Can explain what they like or dislike about something. (C)	40	A2+ (36–42)	48
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	50, 51

UNIT 3 Special Possessions

INFERENCE – Inferring a speaker's belief

NOTE-TAKING – Drawing in your notes

LISTENING – Recognizing and understanding a speaker's excitement

GRAMMAR – Simple present with adverbs of frequency

SPEAKING – Inviting others to speak

FINAL SPEAKING TASK – Report: A special possession and follow-up discussion

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30–35)	55
	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36–42)	56
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	56
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	58
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	61
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	55, 59
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	53
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	58
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	63
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	73
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	74, 75
	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (CA)	38	A2+ (36–42)	74

UNIT 4 Creativity in Business

INFERENCE – Making inferences about contrasting ideas

NOTE-TAKING – Taking notes with the equal sign

LISTENING – Identifying signal words for main ideas

GRAMMAR – *There is / are / was / were*

SPEAKING – Reacting to information

FINAL SPEAKING TASK – Role-play: A business meeting to decide how to redesign the company office

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	80, 86
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	83
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	86
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	78
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	77, 84, 88, 101
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	96
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	98

UNIT 5 Understanding Fears and Phobias

INFERENCE – Inferring the meaning of exaggerations

NOTE-TAKING – Taking notes with bullets and dashes

LISTENING – Recognizing contradictions

GRAMMAR – Simple past

SPEAKING – Giving orders, advice, and encouragement

FINAL SPEAKING TASK – Role-play: A conversation about water phobia

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	105
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	106
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	106
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	108
	Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)	33	A2 (30–35)	110
	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36–42)	112
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	124
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	104, 109
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	103
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	109, 123, 125
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	113
	Can give basic advice using simple language. (P)	39	A2+ (36–42)	122, 124
	Can use simple fixed expressions to give encouragement (e.g. 'You can do it!') (P)	39	A2+ (36–42)	122

UNIT 6 Risks and Challenges

INFERENCE – Inferring the meaning of rhetorical questions

NOTE-TAKING – Taking notes on cause and effect

LISTENING – Recognizing and understanding negative questions

GRAMMAR – Present progressive

SPEAKING – Describing photos and visuals

FINAL SPEAKING TASK – Role-play: Interview between a news reporter and a risk-taker

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	130
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	131
	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	131
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	132
	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	136
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	128
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	127, 151
	Can express opinions using simple language. (P)	45	B1 (43–50)	134
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	139
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	147
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	149
	Can ask someone simple questions about their life and experiences. (P)	(36)	A2+ (36–42)	150

UNIT 7 Only Child—Lonely Child?

INFERENCE – Making inferences based on a word choice

NOTE-TAKING – Taking notes with numbers

LISTENING – Recognizing and understanding intonation in statements

GRAMMAR – *Be going to* for the future

SPEAKING – Agreeing and disagreeing

FINAL SPEAKING TASK – Role-play: Parents talking about having a second child

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	157
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	157
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	158
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	161
	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30–35)	176
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	153
	Can express opinions using simple language. (P)	45	B1 (43–50)	159
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	164
	Can express agreement using simple fixed expressions. (P)	32	A2 (30–35)	173
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	174
	Can explain key information in graphs and charts, using simple language. (P)	47	B1 (43–50)	177

UNIT 8 The Beautiful Game

INFERENCE – Inferring the meaning of comparisons

NOTE-TAKING – Taking notes with *e.g.* and *ex.*

LISTENING – Identifying signal words for reasons and results

GRAMMAR – Comparative adjectives

SPEAKING – Expressing results

FINAL SPEAKING TASK – Oral presentation: Choose a new spokesperson for an energy drink

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	181, 186
	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	181
	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	181
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	180
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	179
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	184, 189, 201
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	198
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	200

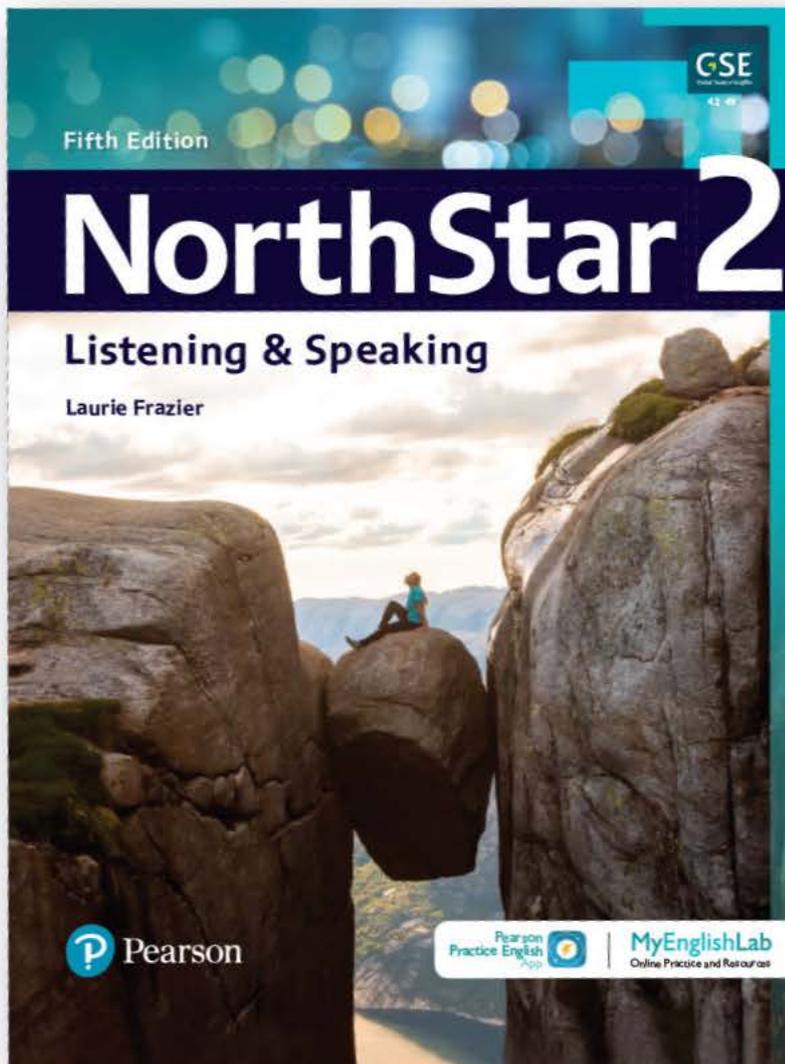
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GSE, NorthStar Listening & Speaking 2, 5th Edition – © 2020

Pennwood Cyber Charter School

NorthStar, 5e

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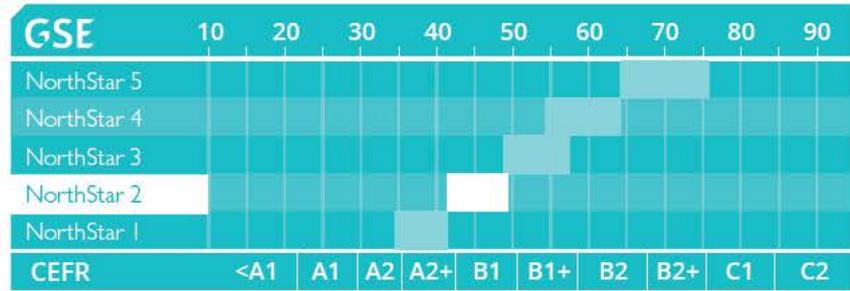
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Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

NorthStar Listening & Speaking 2

UNIT 1 Offbeat Jobs

INFERENCE – Inferring the use of humor

NOTE-TAKING – Taking notes with key words

LISTENING – Recognizing contrast

GRAMMAR – Descriptive adjectives

SPEAKING – Showing interest

FINAL SPEAKING TASK – Role-play: Job interview

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	6
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	7
	Can recognize that a joke has been made, even if the meaning is not fully understood. (P)	52	B1+ (51–58)	7
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	10
	Can recognize discourse markers that compare and contrast ideas. (P)	53	B1+ (51–58)	12
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	4, 9
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	3, 8, 13, 27
	Can show interest in conversation using fixed expressions. (P)	41	A2+ (36–42)	21
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	23
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	23
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	25
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	10

UNIT 2 Where Does the Time Go?

INFERENCE – Inferring the purpose of questions

NOTE-TAKING – Taking notes with questions

LISTENING – Identifying disagreement

GRAMMAR – Simple present

SPEAKING – Using your voice effectively

FINAL SPEAKING TASK – Presentation: Strategies for student success

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	29
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	30
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	30
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	36
	Can recognize simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech. (P)	46	B1 (43–50)	37
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	28, 34
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	33, 38, 49
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	47
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	35, 47

UNIT 3 A Penny Saved Is a Penny Earned

INFERENCE – Inferring feelings from intonation

NOTE-TAKING – Taking notes with symbols

LISTENING – Recognizing and understanding emphatic stress

GRAMMAR – Comparative adjectives

SPEAKING – Making suggestions and coming to an agreement

FINAL SPEAKING TASK – Role-play: Bartering and negotiating

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	53
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	55
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	55
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	56
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	59
	Can recognize emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	60
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	52, 57
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	51
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	57, 71
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	62
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	68
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	58

UNIT 4 What Happened to Etiquette?

INFERENCE – Inferring contrasting ideas

NOTE-TAKING – Organizing your notes

LISTENING – Recognizing and understanding summaries and paraphrases

GRAMMAR – *Can / Could / Would*

SPEAKING – Making polite offers and invitations

FINAL SPEAKING TASK – Role-play: Situations involving etiquette

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	75
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	76, 81, 92
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	77
	Can recognize that ideas in a simple presentation or lecture contrast when signaled by stress. (P)	56	B1+ (51–58)	78
	Can recognize repetition of the same topic in extended presentations or lectures. (W _A)	53	B1+ (51–58)	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	74, 79
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	73, 92
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	79, 93
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	83
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (C _A)	45	B1 (43–50)	83
	Can make an invitation using formal language. (P)	48	B1 (43–50)	91
	Can make and accept offers. (N2000)	36	A2+ (36–42)	91
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (C _A)	49	B1 (43–50)	92
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	80

UNIT 5 The Sounds of Our Lives

INFERENCE – Inferring meaning from context

NOTE-TAKING – Taking notes on cause and effect

LISTENING – Recognizing incomplete and complete ideas

GRAMMAR – Simple present and present progressive

SPEAKING – Showing confidence

FINAL SPEAKING TASK – Presentation: A favorite piece of music

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	97
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	98
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	98
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36–42)	100
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	103
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	115
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	96, 101
Speaking	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	95
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	101, 117
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	105
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	105
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	114
	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	115
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	102

UNIT 6 Everyday Heroes

INFERENCE – Inferring feelings from tone and word choice

NOTE-TAKING – Organizing notes with numbers

LISTENING – Recognizing and understanding definitions

GRAMMAR – Simple past

SPEAKING – Using signal phrases in presentations

FINAL SPEAKING TASK – Presentation: Everyday heroes

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	121
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	122
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	122
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	124
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	127
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	141
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	120, 125
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	119, 124
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	129
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	129
	Can use basic discourse markers to structure a short presentation. (P)	45	B1 (43–50)	139
	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	141
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	143
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	126

UNIT 7 Take Care of Yourself

INFERENCE – Inferring a speaker's assumptions

NOTE-TAKING – Taking notes with abbreviations

LISTENING – Recognizing and undertaking clarification

GRAMMAR – *Should / Ought to / Have to*

SPEAKING – Asking for and expressing opinions

FINAL SPEAKING TASK – Group discussion: Healthy habits

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	(41)	A2+ (36–42)	147
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (C _A)	47	B1 (43–50)	148
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	149
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	149
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	153
	Can recognize some fixed expressions to check or clarify information. (P)	(36)	A2+ (36–42)	154
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	146, 151
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	145, 150, 165, 167
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	156, 169
	Can express opinions using simple language. (P)	45	B1 (43–50)	165
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	167
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	152

UNIT 8 Endangered Languages

INFERENCE – Inferring a speaker's viewpoint

NOTE-TAKING – Taking notes on reasons and examples

LISTENING – Recognizing and understanding pronoun references

GRAMMAR – Modals of possibility: *Can / Could / Would*

SPEAKING – Using pauses effectively

FINAL SPEAKING TASK – Presentation: An endangered language

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	174
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	176, 177
	Can identify specific information in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	181
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	172, 179
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	171
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	178
	Can answer basic questions in a simple academic discussion. (P)	50	B1 (43–50)	184
	Can ask basic questions in a simple academic discussion. (P)	47	B1 (43–50)	184
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	194, 195
	Can contribute to a group discussion if the discussion is conducted slowly and clearly. (P)	49	B1 (43–50)	195
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	197
Writing	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	180

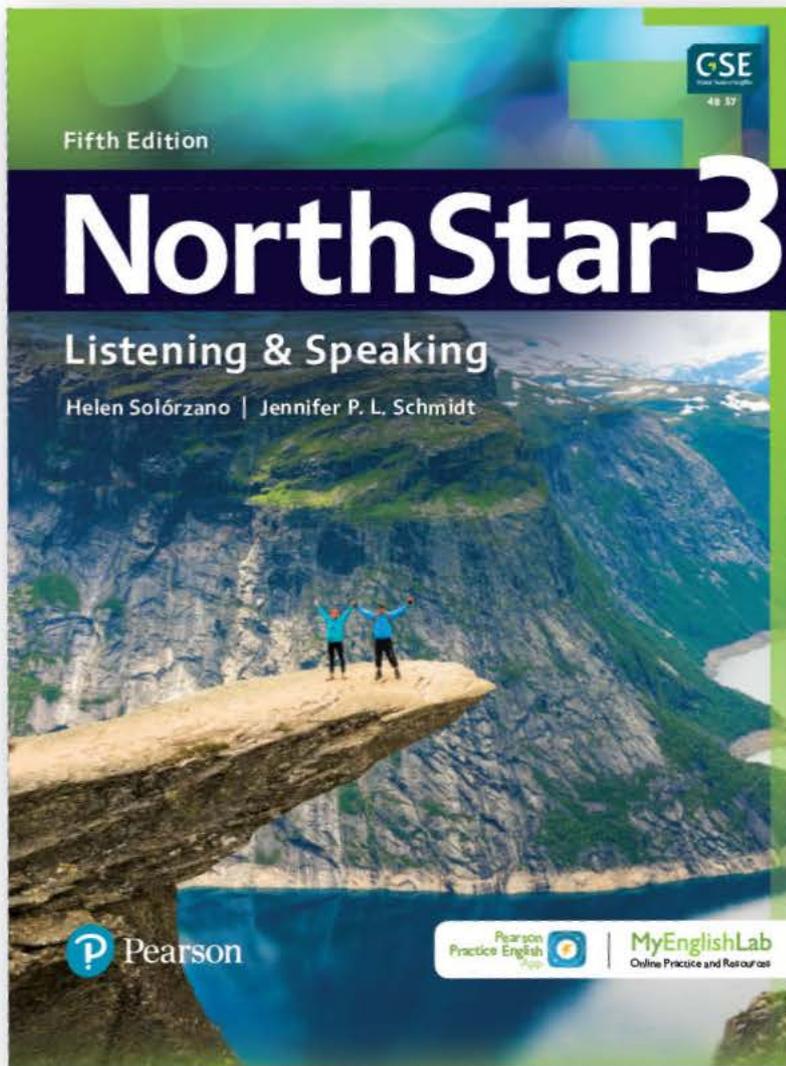
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GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



GSE, NorthStar Listening & Speaking 3, 5th Edition – © 2020

Pennwood Cyber Charter School

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher’s Resources, including:
 - Student eBook
 - Downloadable achievement tests
 - Classroom audio
 - Audioscripts
 - Video activities
 - Videoscripts
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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in **NorthStar Listening & Speaking 3**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

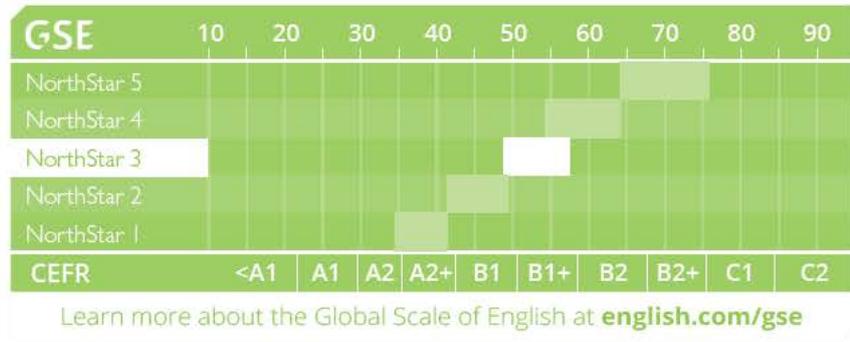
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(CJ _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



NorthStar Listening & Speaking 3

UNIT 1 A Test of Endurance

INFERENCE – Inferring implied meaning from context

NOTE-TAKING – Taking notes on main idea

LISTENING – Recognizing and understanding signal words

GRAMMAR – Reflexive and reciprocal pronouns

SPEAKING – Asking for and expressing opinions

FINAL SPEAKING TASK – Group discussion: Creating an aphorism

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	5, 6, 11
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	8
	Can recognize cause and effect relationships in a simple presentation or lecture when signaled by discourse markers. (P)	54	B1+ (51–58)	12
	Can recognize discourse markers that compare and contrast ideas. (P)	53	B1+ (51–58)	12
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	4
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	9
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	3, 21
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	9
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	13
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	23
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	24
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	25
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	10

UNIT 2 Avoiding Identity Theft

INFERENCE – Inferring emotion from intonation

NOTE-TAKING – Taking notes with lists

LISTENING – Recognizing rhetorical questions

GRAMMAR – Modals of advice

SPEAKING – Keeping a conversation going

FINAL SPEAKING TASK – Role-play: Identity theft

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	30, 31, 36
	Can recognize a speaker’s feelings or attitudes. (P)	50	B1 (43–50)	32
	Can recognize when a speaker uses basic rhetorical questions in conversation. (P)	57	B1+ (51–58)	36
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	47
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	28, 34
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	27
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	33
	Can use a basic repertoire of conversation strategies to maintain a discussion. (C _A)	53	B1+ (51–58)	44, 46
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	47
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	34

UNIT 3 Why Explore Space?

INFERENCE – Inferring factual information from context

NOTE-TAKING – Taking notes with abbreviations

LISTENING – Recognizing and understanding pronoun references

GRAMMAR – Present perfect and simple past

SPEAKING – Using eye contact in a presentation

FINAL SPEAKING TASK – Oral presentation: Pros and cons of space exploration

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	51
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	52, 53, 58
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	54
	Can follow the linear structure of a short formal talk. (P)	49	B1 (43–50)	59
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	50, 56
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	49, 60
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	B1+ (51–58)	55
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	67, 69
	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	70
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	71
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	57

UNIT 4 Words That Persuade

INFERENCE – Inferring a speaker’s purpose

NOTE-TAKING – Taking notes with columns

LISTENING – Recognizing and understanding speaker emphasis

GRAMMAR – Superlative adjectives

SPEAKING – Using appropriate volume and pacing in a presentation

FINAL SPEAKING TASK – Oral presentation: Create and perform ads

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	76, 81
	Can identify a speaker’s point of view in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43–50)	76, 78
	Can recognize emphasis through intonation and stress, if guided by questions. (P)	50	B1 (43–50)	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	74, 80
Speaking	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	73
	Can answer questions about the content of a presentation or lecture aimed at a general audience. (P)	52	B1+ (51–58)	79
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	83
	Can convey simple relevant information emphasizing the most important point. (CA)	45	B1 (43–50)	91
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	93
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	95
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	81
	Can take notes on a simple presentation or lecture aimed at a general audience. (P)	50	B1 (43–50)	94

UNIT 5 Follow Your Passion

INFERENCE – Inferring feelings from context

NOTE-TAKING – Taking notes on details

LISTENING – Recognizing and understanding reduced speech

GRAMMAR – Gerunds

SPEAKING – Using an introduction in a presentation

FINAL SPEAKING TASK – Oral presentation: My personal strengths, interests, and work preferences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	99
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	100, 105
	Can recognize a speaker’s feelings or attitudes. (P)	50	B1 (43–50)	101
	Can follow an everyday conversation or informal interview on common topics. (P)	51	B1+ (51–58)	106
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43–50)	117
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	98, 103
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	97
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	102, 117
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	107
	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	114
	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	116
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	104

UNIT 6 Culture and Commerce

INFERENCE – Inferring opinion from world choice

NOTE-TAKING – Taking notes with an outline

LISTENING – Recognizing and understanding opinions

GRAMMAR – *Will* and *if* clauses

SPEAKING – Making suggestions

FINAL SPEAKING TASK – Interactive poster presentation: A tourist attraction and its impacts

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	121, 124
	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	122, 127
	Can distinguish between fact and opinion in informal discussion at natural speed. (P)	66	B2 (59–66)	128
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	120, 125
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	119, 141
	Can summarize and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	125
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	129
	Can make simple recommendations for a course of action in familiar everyday situations. (P)	45	B1 (43–50)	136
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43–50)	138
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43–50)	138
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	126

UNIT 7 Restorative Justice

INFERENCE – Inferring a speaker's core beliefs

NOTE-TAKING – Reviewing and reflecting on your notes

LISTENING – Recognizing phrases that describe thoughts or feelings

GRAMMAR – *And, but, so* and *because*

SPEAKING – Using signal words to persuade

FINAL SPEAKING TASK – Oral presentation: Persuasive presentation on a controversial topic related to criminal justice

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	145, 146, 151
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43–50)	145
	Can infer speakers' opinions in conversations on familiar everyday topics. (P)	51	B1+ (51–58)	147
	Can recognize a speaker's feelings or attitudes. (P)	50	B1 (43–50)	152
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	144, 149
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C _A)	51	B1+ (51–58)	143
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	148, 153
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51–58)	162
	Can give an effective presentation about a familiar topic. (P)	52	B1+ (51–58)	164
	Can describe conclusions they have drawn from a simple presentation or lecture, if guided by questions. (P)	53	B1+ (51–58)	166
	Can describe conclusions they have drawn from graphs and charts, using simple language. (P)	55	B1+ (51–58)	167
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	150

UNIT 8 Reducing Your Carbon Footprint

INFERENCE – Inferring contrast from context

NOTE-TAKING – Using symbol to take notes

LISTENING – Identifying repetition to emphasize a point

GRAMMAR – Modals of Necessity

SPEAKING – Using final intonation

FINAL SPEAKING TASK – Academic discussion: Climate change data

Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (P)	51	B1+ (51–58)	172, 173, 178
	Can understand the main points of a simple podcast. (P)	48	B1 (43–50)	172
	Can recognize that ideas in a simple presentation or lecture contrast when signaled by stress. (P)	56	B1+ (51–58)	175
	Can recognize paraphrasing and repetition in a straightforward presentation or lecture. (P)	61	B2 (59–66)	179
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	170, 176
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	169, 180
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	175
	Can politely interrupt during a formal conversation, using fixed expressions. (P)	55	B1+ (51–58)	188
	Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)	64	B2 (59–66)	189
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	191
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	177

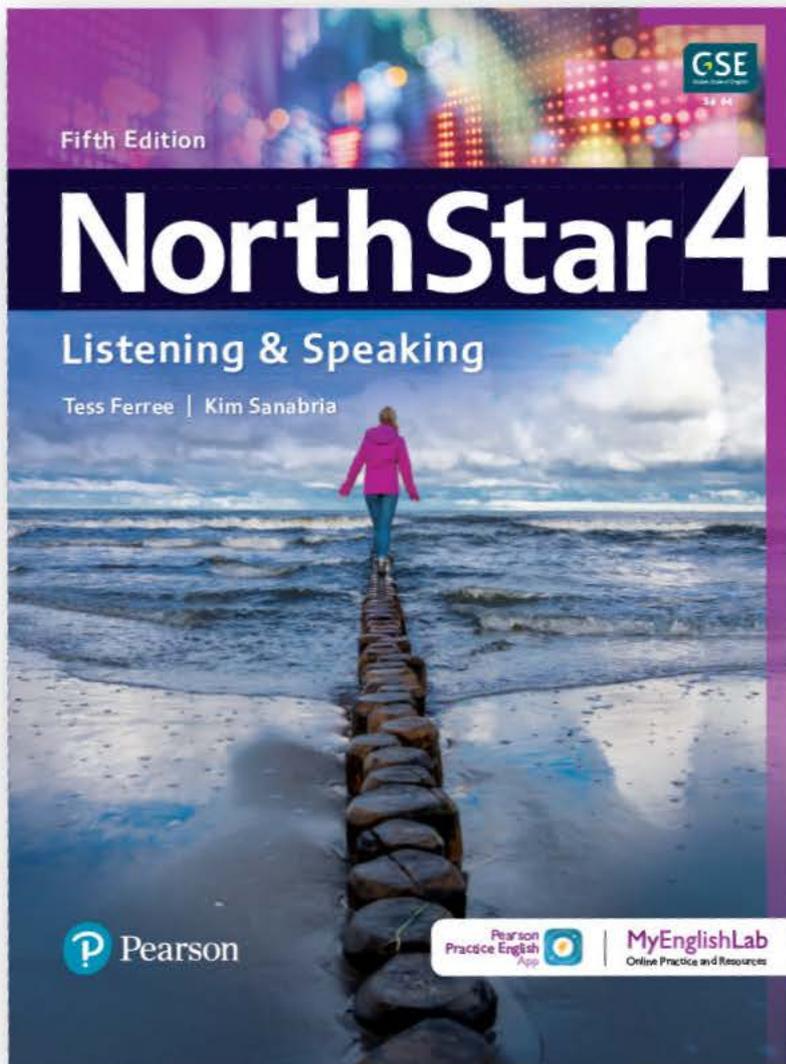
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GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



GSE, NorthStar Listening & Speaking 4, 5th Edition – © 2020

NorthStar, 5e

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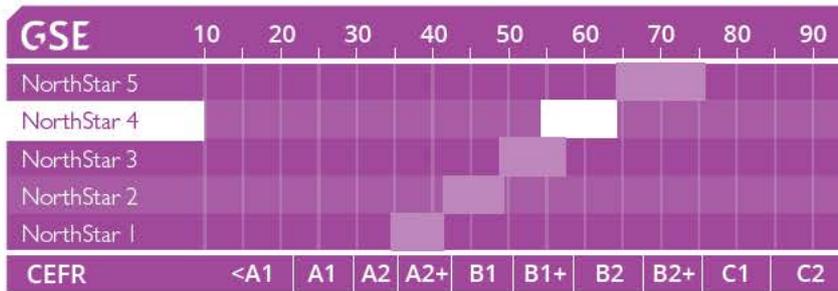
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Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

NorthStar Listening & Speaking 4

UNIT 1 Exploring Genius

INFERENCE – Inferring important ideas

NOTE-TAKING – Taking notes with bullets and dashes

LISTENING – Recognizing emphasis

GRAMMAR – Passive Voice

SPEAKING – Giving your opinion

FINAL SPEAKING TASK – Discussion: anecdotes about child prodigies

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio program about a familiar topic. (C _A)	60	B2 (59–66)	5
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	6
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	11
	Can recognize emphasis through intonation and stress. (P)	61	B2 (59–66)	12
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	4
	Can research a topic by reading simple academic texts. (P)	59	B2 (59–66)	25
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	3
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	8
	Can report factual information given by other people. (P)	55	B1+ (51–58)	13
	Can express opinions and attitudes using a range of basic expressions and sentences. (C _A)	52	B1+ (51–58)	24
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	25
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	27
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	10

UNIT 2 Pushing Boundaries

INFERENCE – Inferring the meaning of figurative language

NOTE-TAKING – Taking notes using key words

LISTENING – Distinguishing main ideas from details

GRAMMAR – Gerunds and infinitives

SPEAKING – Introducing a presentation

FINAL SPEAKING TASK – Presentation to a group: report on a person who overcame obstacles

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	32,37
	Can understand most of a radio program about a familiar topic. (CA)	60	B2 (59–66)	32
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	33
	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	36
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	34
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	29
	Can express views clearly and evaluate hypothetical proposals in informal discussions. (CA)	64	B2 (59–66)	34
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	39
	Can make an effective introduction and opening to a presentation. (P)	60	B2 (59–66)	49
	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	51
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	53
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (CA)	55	B1+ (51–58)	35

UNIT 3 Early to Bed, Early to Rise

INFERENCE – Inferring a speaker's assumptions

NOTE-TAKING – Taking notes with symbols and abbreviations

LISTENING – Recognizing claims and evidence

GRAMMAR – Present unreal conditions

SPEAKING – Asking for clarification

FINAL SPEAKING TASK – Role-play: a meeting about sleep deprivation in hospitals

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow most of a clearly structured presentation within their own field. (C _A)	57	B1+ (51–58)	57
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	58
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	59
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	63
	Can recognize generalizations and their supporting ideas. (P)	59	B2 (59–66)	65
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	56
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	55
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	60
	Can outline an issue or problem clearly. (C _A)	66	B2 (59–66)	66
	Can ask for clarification during an academic discussion, using simple language. (P)	54	B1+ (51–58)	75
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (C _A)	51	B1+ (51–58)	77
	Can give the advantages and disadvantages of various options on a topical issue. (C _A)	60	B2 (59–66)	79
Writing	Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)	63	B2 (59–66)	62

UNIT 4 Animal Intelligence

INFERENCE – Inferring a speaker's attitude

NOTE-TAKING – Avoiding non-essential words when taking notes

LISTENING – Identifying parts of oral paragraphs

GRAMMAR – Reported speech

SPEAKING – Stating reasons and giving support

FINAL SPEAKING TASK – Research presentation: a topic related to animal ethics

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	84, 90
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	85
	Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues. (C _A)	71	B2+ (67–75)	86
	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	91
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	82, 88
	Can research a topic by reading a range of newspapers and magazines. (P)	64	B2 (59–66)	103
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	81
	Can develop an argument giving reasons in support of or against a particular point of view. (N2000)	63	B2 (59–66)	88
	Can give a short, rehearsed talk or presentation on a familiar topic. (C _A)	53	B1+ (51–58)	92
	Can develop an argument on an academic topic, including supporting points and relevant examples. (P)	73	B2+ (67–75)	101, 105
	Can give a simple presentation on an academic topic in their field. (P)	57	B1+ (51–58)	103
Writing	Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)	63	B2 (59–66)	89

UNIT 5 The Golden Years

INFERENCE – Inferring a speaker's intentions

NOTE-TAKING – Taking notes with a diagram

LISTENING – Identifying and understanding relationships between ideas

GRAMMAR – Comparing past forms

SPEAKING – Making suggestions

FINAL SPEAKING TASK – Discussion: different viewpoints on elderly care

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can distinguish between main ideas and supporting details in a simple presentation or lecture. (P)	53	B1+ (51–58)	110
	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	110, 116
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C _A)	65	B2 (59–66)	112
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	108, 114
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	107
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	113
	Can express and comment on ideas and suggestions in informal discussions. (C _A)	56	B1+ (51–58)	118, 130, 131
	Can recommend a course of action, giving reasons. (P)	62	B2 (59–66)	129
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	115

UNIT 6 Giving to Others: Why Do We Do It?

INFERENCE – Inferring the degree of certainty

NOTE-TAKING – Annotating your notes

LISTENING – Identifying the purpose of direct quotations

GRAMMAR – Relative pronouns in adjective clauses

SPEAKING – Ranking ideas

FINAL SPEAKING TASK – Presentation: a public service announcement (PSA)

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio program aimed at a general audience. (P)	65	B2 (59–66)	136, 141
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	136
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	137
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	134
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	133
	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	138, 159
	Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (P)	64	B2 (59–66)	143
	Can give a short, rehearsed talk or presentation on a familiar topic. (C _A)	53	B1+ (51–58)	156
Writing	Can take notes of key points during a talk on a familiar topic, if delivered clearly. (C _A)	55	B1+ (51–58)	140

UNIT 7 Water, Water, Everywhere?

INFERENCE – Inferring the purpose of questions

NOTE-TAKING – Taking notes with handouts

LISTENING – Listening for multiple details

GRAMMAR – Causal verbs

SPEAKING – Referring to visual aids

FINAL SPEAKING TASK – Presentation with visual aid: water issues

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	163, 169
	Can understand the key points about a radio program on a familiar topic. (P)	53	B1+ (51–58)	164
	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C _A)	65	B2 (59–66)	165
	Can extract key details from extended informational academic lectures, if delivered in clear standard speech. (P)	67	B2+ (67–75)	170
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	162
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	161
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	166
	Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (C _A)	60	B2 (59–66)	171
	Can discuss the information presented in a complex diagram or visual information. (P)	71	B2+ (67–75)	181
	Can give a simple presentation on an academic topic in their field. (P)	57	B1+ (51–58)	183
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	185
Writing	Can take notes on a presentation or lecture in their field of specialization. (P)	61	B2 (59–66)	168

UNIT 8 Video Games: Friend or Foe?

INFERENCE – Inferring contrasting information

NOTE-TAKING – Taking notes with an outline

LISTENING – Identifying counter arguments

GRAMMAR – Phrasal verbs

SPEAKING – Making concessions

FINAL SPEAKING TASK – Debate: pros and cons of video games

Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (C _A)	64	B2 (59–66)	189, 197
	Can understand most of a radio program about a familiar topic. (C _A)	60	B2 (59–66)	190
	Can recognize inferred meaning in a simple presentation or lecture. (P)	59	B2 (59–66)	192
	Can follow straightforward lines of argument in a panel discussion, when signaled by discourse markers. (P)	65	B2 (59–66)	198
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	188, 194
Speaking	Can suggest pros and cons when discussing a topic, using simple language. (P)	52	B1+ (51–58)	187
	Can summarize and give opinions on issues and stories and answer questions in detail. (C _A)	56	B1+ (51–58)	194
	Can give a short, rehearsed talk or presentation on a familiar topic. (C _A)	53	B1+ (51–58)	200
	Can signal concession of a point during a discussion, using common discourse markers. (P)	61	B2 (59–66)	211
	Can develop a clear argument with supporting subsidiary points and relevant examples. (C _A)	66	B2 (59–66)	213
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	213
	Can express and comment on ideas and suggestions in informal discussions. (C _A)	56	B1+ (51–58)	215
Writing	Can take notes on a presentation or lecture in their field of specialization. (P)	61	B2 (59–66)	196

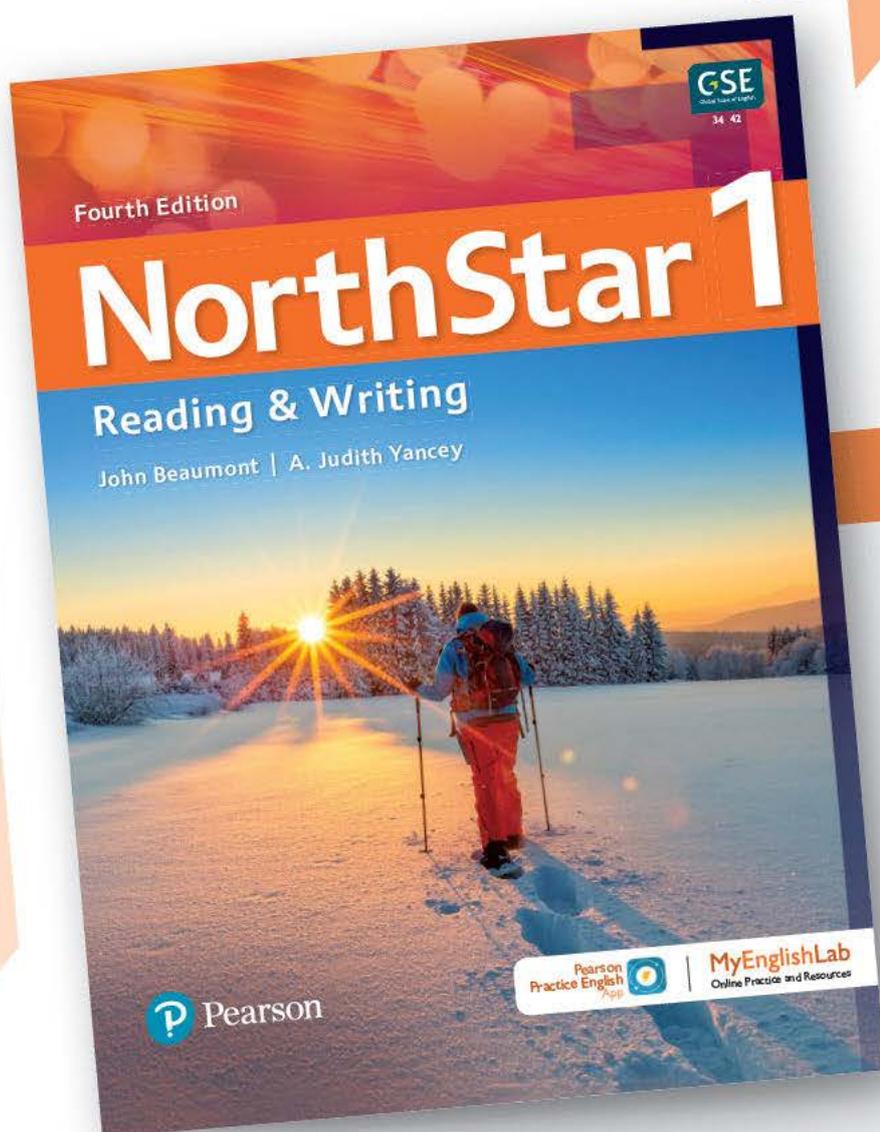
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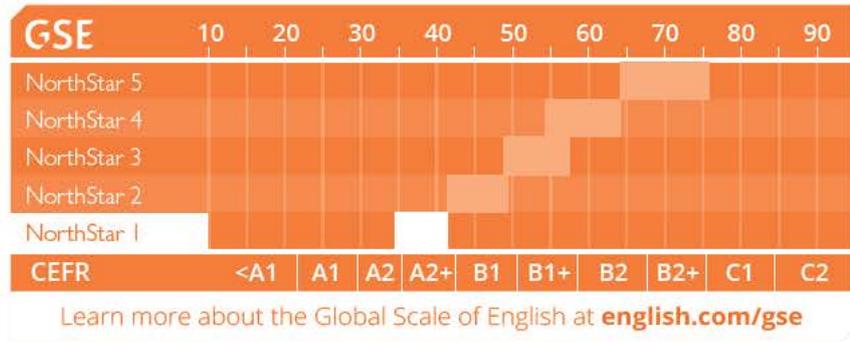
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NorthStar Reading & Writing 1

UNIT 1 Green Spaces

INFERENCE – Inferring information

NOTE-TAKING – Taking notes with underlining and highlighting

READING – Identifying the topic of a reading

GRAMMAR – The simple present of *be* and *have*

FINAL WRITING TASK – Sentences

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	6, 12
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	7
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	8
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	10
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	11
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	13
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	3
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	9
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	20
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	22
	Can use very basic connectors like 'and', 'but', 'so' and 'then'. (C _A)	31	A2 (30–35)	25
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	25

UNIT 2 Art for Everyone

INFERENCE – Inferring opinions

NOTE-TAKING – Taking notes with numbers

READING – Reading numbers

GRAMMAR – The simple past of *be* and *have*

FINAL WRITING TASK – A biography paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36–42)	30
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	30
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	32, 36
	Can understand basic opinions expressed in simple language in short texts. (P)	38	A2+ (36–42)	33
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	34
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	34
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	36
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	38
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	27
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	33
Writing	Can make simple notes about the key points of a familiar topic. (P)	43	B1 (43–50)	35
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	46
	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	47
	Can use basic punctuation (e.g. commas, full stops, question marks). (P)	26	A1 (22–29)	48
	Can write very short, simple sentences about their feelings. (P)	32	A2 (30–35)	49

UNIT 3 What's it Worth to You?

INFERENCE – Inferring outcomes

NOTE-TAKING – Listing main ideas in notes

READING – Identifying suggestions

GRAMMAR – Simple present

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	52
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53, 57
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	56
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	58
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	60
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	61
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	51
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	65
	Can write short texts describing favourite objects, possessions or household pets. (CSE _A)	36	A2+ (36–42)	69

UNIT 4 Open for Business

INFERENCE – Inferring tone

NOTE-TAKING – Taking notes on examples

READING – Using context clues to understand word meaning

GRAMMAR – *There is / there are*

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	74
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30–35)	74, 79
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	76, 81
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	78
	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	81
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	82
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	71
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	78
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	89
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	93

UNIT 5 What Are You Afraid Of?

INFERENCE – Inferring the author’s meaning

NOTE-TAKING – Taking notes on definitions

READING – Identifying cause and effect

GRAMMAR – *Can, may, might, and will*

FINAL WRITING TASK – Suggestions

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	97
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	99, 104
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	100
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	101
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	102
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	105
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	95
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	101
Writing	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	112
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. (P)	34	A2 (30–35)	117

UNIT 6 What an Adventure!

INFERENCE – Making inferences about people

NOTE-TAKING – Taking notes with a timeline

READING – Separating fact from opinion

GRAMMAR – The simple past

FINAL WRITING TASK – A narrative paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	122
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	124
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	125
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	126
	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43–50)	128
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	128
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	130
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000 _A)	38	A2+ (36–42)	119
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	125
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	135, 141

UNIT 7 What Number Are You?

INFERENCE – Inferring comparisons

NOTE-TAKING – Taking notes with a tree diagram

READING – Recognizing and understanding pronoun reference

GRAMMAR – Comparative adjectives

FINAL WRITING TASK – A comparison paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	144
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	145
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	145, 149
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	147
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	147, 151
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	153
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	143
	Can give the reasons for a choice, using simple language. (P)	41	A2+ (36–42)	148
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	159, 165
	Can make simple comparisons between people, places or things. (P)	36	A2+ (36–42)	163
	Can signal contrast in a simple text with a limited range of language. (P)	39	A2+ (36–42)	163

UNIT 8 Too Young to Go Pro?

INFERENCE – Inferring priorities

NOTE-TAKING – Taking notes with an outline

READING – Identifying the conclusion

GRAMMAR – *Very, too, and enough*

FINAL WRITING TASK – An opinion paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	168
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	169
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	169, 173
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	171; 176
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	172
	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	174
	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P)	38	A2+ (36–42)	178
Speaking	Can express opinions using simple language. (P)	45	B1 (43–50)	167
	Can say how they or someone else feels, giving brief reasons. (P)	40	A2+ (36–42)	173
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	185, 189
	Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)	46	B1 (43–50)	187

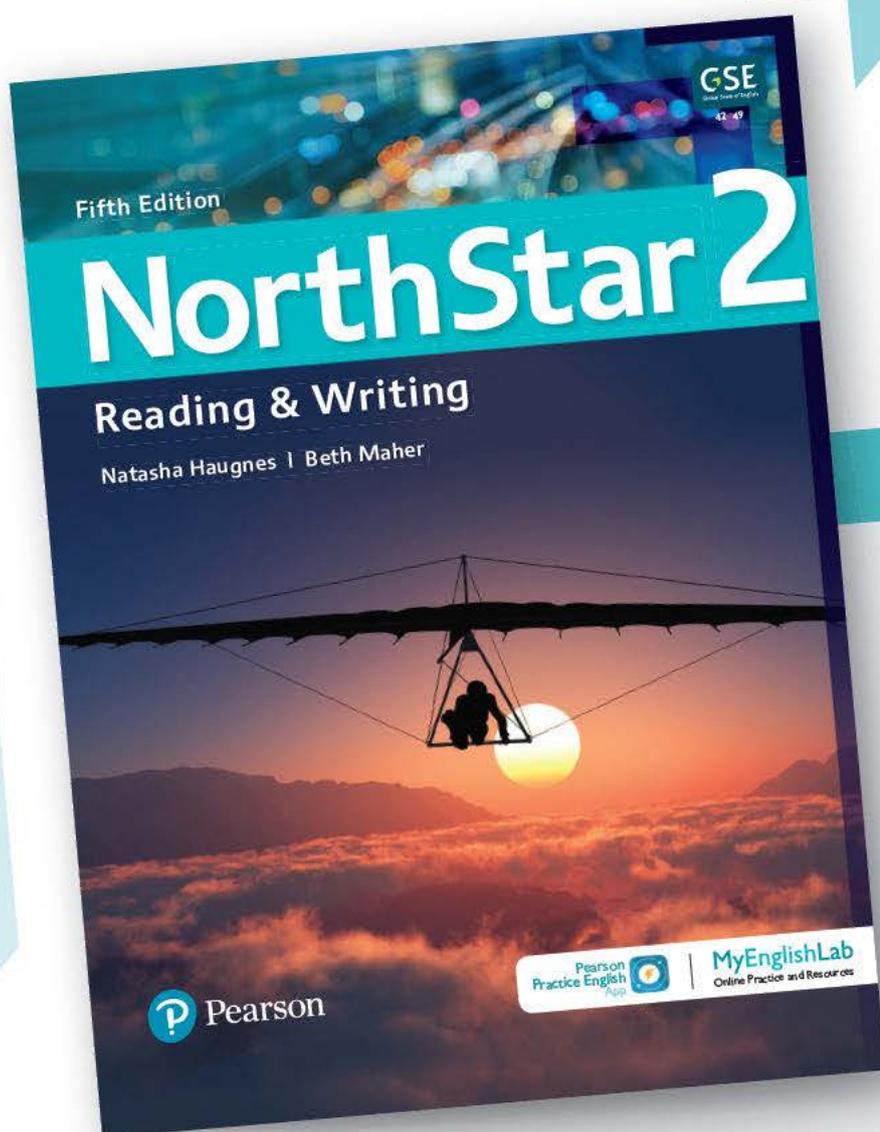
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GSE MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



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NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher’s Resources, including:
 - Student eBook
 - Downloadable achievement tests
 - Classroom audio
 - Audioscripts
 - Video activities
 - Videoscripts
 - Teacher’s Manual with Lesson Planners and Teacher’s Notes
 - Answer Keys
 - ExamView®
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- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
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Use Teacher’s Resources to:

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The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in **NorthStar Reading & Writing 2**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

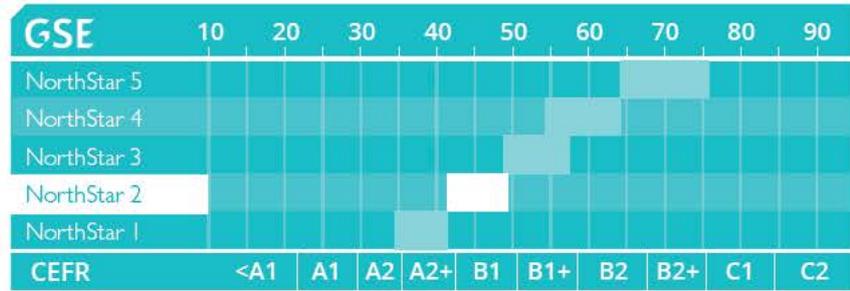
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(CJ _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

NorthStar Reading & Writing 2

UNIT 1 Finding the Ideal Job

INFERENCE – Inferring the author’s opinion

NOTE-TAKING – Taking margin notes on main ideas

READING – Predicting content from visuals

GRAMMAR – Descriptive and possessive adjectives

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	6
	Can recognize the writer’s point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	9
	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	10
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	12
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	13
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	13
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	14
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	3
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	9
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	20
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	20
	Can write descriptions of real or imaginary people. (P)	47	B1 (43–50)	25

UNIT 2 Creative Thinking

INFERENCE – Inferring connections between statements and examples

NOTE-TAKING – Listing details in notes

READING – Recognizing the meaning of *we*, *us*, and *our*

GRAMMAR – Simple past

FINAL WRITING TASK – A complete paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	28
	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	29,34
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	29, 33
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	32
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	35
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	36
	Can recognize the writer’s point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	37
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	38
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	27, 33
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	46, 51
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	46
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	46

UNIT 3 Making Money

INFERENCE – Inferring future situations

NOTE-TAKING – Taking notes using a timeline

READING – Identifying the sequence of events

GRAMMAR – Comparative adjectives

FINAL WRITING TASK – A well-organized paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	56
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	59
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	60
	Can understand short, simple narrative texts. (CSE _A)	37	A2+ (36–42)	60
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	62
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	63
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	63
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	64
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	53
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	60
Writing	Can write a short, simple description of a familiar device or product. (P)	45	B1 (43–50)	73
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	73
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	74
	Can write descriptions of real or imaginary people. (P)	47	B1 (43–50)	77

UNIT 4 Subway Etiquette

INFERENCE – Inferring the author’s attitude

NOTE-TAKING – Taking notes using an organizational chart

READING – Identifying the main elements in a story

GRAMMAR – Imperative sentences

FINAL WRITING TASK – A blog post

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	80
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	82, 86
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	83
	Can recognize the writer’s point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	85
	Can understand short, simple narratives and biographies. (C _J _A)	39	A2+ (36–42)	86, 89
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	88
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	90
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	79
	Can give simple reasons to justify a viewpoint on a familiar topic. (P)	50	B1 (43–50)	85
Writing	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	96
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	96
	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE _A)	42	A2+ (36–42)	99

UNIT 5 Sensory Perception

INFERENCE – Inferring abstract ideas from examples

NOTE-TAKING – Taking notes using abbreviations and symbols

READING – Scanning for information

GRAMMAR – Linking verbs

FINAL WRITING TASK – A personal experience paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	102
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	104
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	104
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	107
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	108
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	108
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	110
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	112
	Can scan short texts to locate specific information. (P)	44	B1 (43–50)	112
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	101
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	108
	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	114
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	122
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	123
	Can give basic advice in writing using simple language. (P)	43	B1 (43–50)	125

UNIT 6 The Heart of a Hero

INFERENCE – Inferring meaning from metaphors

NOTE-TAKING – Creating an outline to take notes

READING – Recognizing the use of present tense in a story about the past

GRAMMAR – Time clauses in the present tense

FINAL WRITING TASK – A one-paragraph story

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	128
	Can identify the main topic and related ideas in a simple structured text. (P)	42	A2+ (36–42)	129
	Can understand simple metaphors in an academic text. (P)	60	B2 (59–66)	132
	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	133
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	133
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	135
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	136
	Can understand short, simple narratives and biographies. (C _J)	39	A2+ (36–42)	137
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	138
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	127
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	132
Writing	Can write a story with a simple linear sequence. (C _A)	45	B1 (43–50)	144
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	145
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	151

UNIT 7 What's Your Medicine?

INFERENCE – Inferring judgements

NOTE-TAKING – Taking double entry notes

READING – Visualizing while reading

GRAMMAR – Adverbs of manner

FINAL WRITING TASK – A narrative paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	156
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	156, 160
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	159
	Can understand short, simple narratives and biographies. (C _A)	39	A2+ (36–42)	160
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	162
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	163
	Can understand short, simple narratives and biographies. (C _A)	39	A2+ (36–42)	164
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	166
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C _A)	47	B1 (43–50)	153
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	160, 166
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	173
	Can use a range of common connectors to show chronological sequence. (P)	50	B1 (43–50)	175
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	177

UNIT 8 Endangered Cultures

INFERENCE – Inferring the author’s attitude

NOTE-TAKING – Taking notes using a mind map

READING – Identifying the purpose of quoted speech

GRAMMAR – *Will* and *be going to*

FINAL WRITING TASK – A prediction paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (C _A)	46	B1 (43–50)	180
	Can identify the main topic and related ideas in a structured text. (P)	49	B1 (43–50)	182
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	182
	Can understand the relationship between a main point and an example in a structured text. (P)	50	B1 (43–50)	184
	Can recognize the writer’s point of view in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	185
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	186
	Can generally understand straightforward factual texts on familiar topics. (C _A)	46	B1 (43–50)	187
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	189
	Can identify key information in a simple academic text, if guided by questions. (P)	48	B1 (43–50)	192
	Can identify whether an author is quoting or paraphrasing another person. (P)	53	B1+ (51–58)	193
	Can identify similarities and differences between two short texts. (P)	44	B1 (43–50)	194
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (C _A)	47	B1 (43–50)	179
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	186

UNIT 8 Endangered Cultures (continued)

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)	194
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	202
	Can write a simple outline for a piece of writing, given a model. (P)	44	B1 (43–50)	202
	Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)	46	B1 (43–50)	205
	Can write simple informal emails/letters and online postings giving news or opinions. (P)	46	B1 (43–50)	207

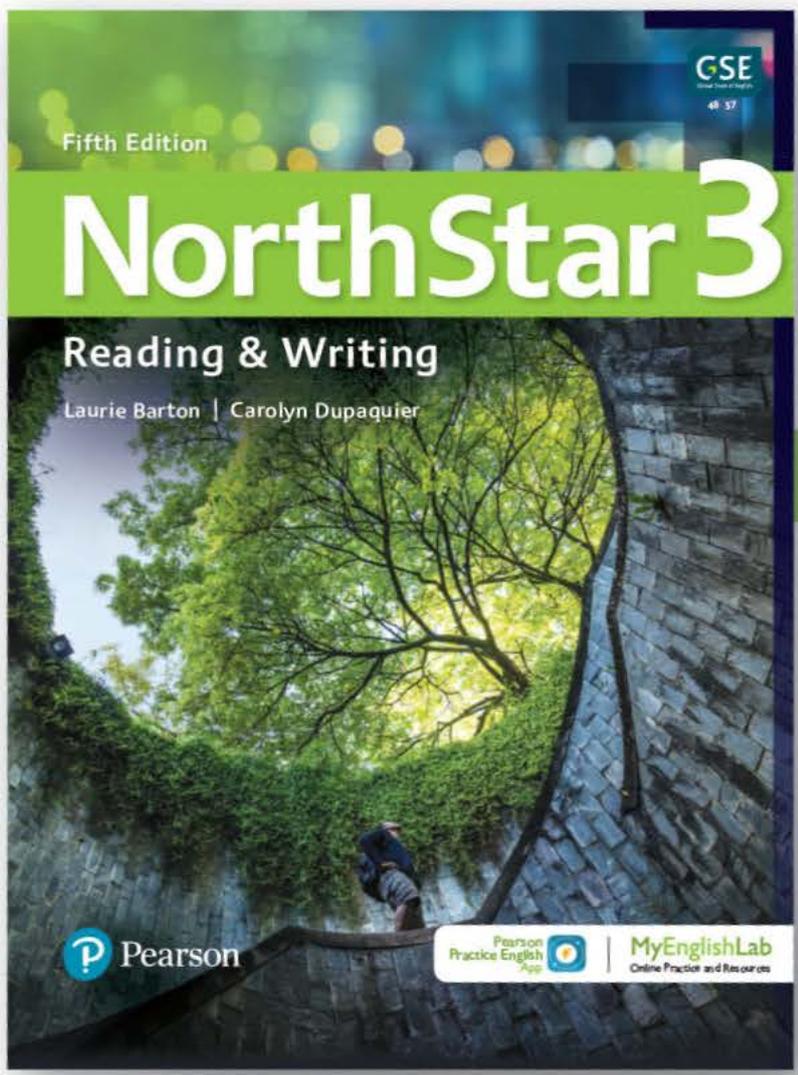
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GSE MAPPING BOOKLET

Alignment with the Global Scale of English and the Common European Framework of Reference



GSE, NorthStar Reading & Writing 3, 5th Edition – © 2020

Pennwood Cyber Charter School

NorthStar, 5e

NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher's Resources, including:
 - Student eBook
 - Downloadable achievement tests
 - Classroom audio
 - Audioscripts
 - Video activities
 - Videoscripts
 - Teacher's Manual with Lesson Planners and Teacher's Notes
 - Answer Keys
 - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
- Engaging authentic video clips adapted from ABC and NBC newscasts, tied to unit themes
- Opportunities for written and recorded reactions to be submitted by students

Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher’s Resources to:

- Display pages of the Student eBook for whole-class instruction
- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher’s manuals, including answer keys
- Access ExamView® Assessment Suite

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in **NorthStar Reading & Writing 3**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

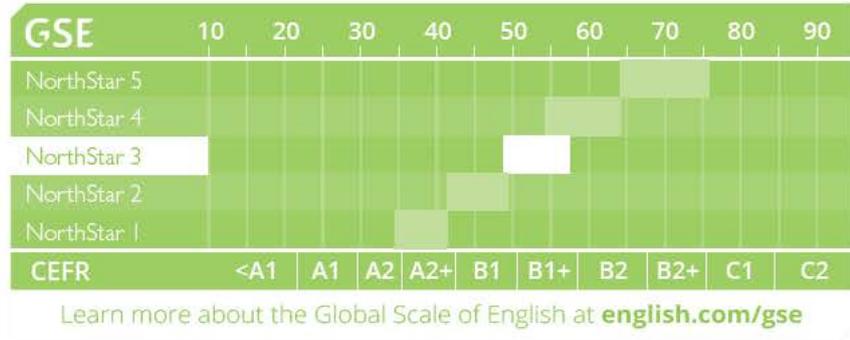
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(CJ _A)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000)	North (2000) descriptor, verbatim
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



NorthStar Reading & Writing 3

UNIT 1 Sports and Obsession

INFERENCE – Inferring certainty

NOTE-TAKING – Taking notes on key words and phrases

READING – Recognizing quotations and reported speech

GRAMMAR – Modals of ability

FINAL WRITING TASK – A factual report

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	4
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	5
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	8
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	10
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	10
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	11
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	12
	Can identify whether an author is quoting or paraphrasing another person. (P)	53	B1+ (51–58)	13
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	14
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA)	55	B1+ (51–58)	3
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	9
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	21, 25
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	24

UNIT 2 The Consequences of Fraud

INFERENCE – Inferring comparisons

NOTE-TAKING – Taking notes with questions

READING – Identifying detailed examples

GRAMMAR – Simple past and past progressive

FINAL WRITING TASK – A descriptive paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	28
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	30
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	32
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	33
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	34
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	35
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	36
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	36
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	37
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	27
	Can summarize and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51–58)	33
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	44
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	46
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	49
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	49

UNIT 3 Exploring the Red Planet

INFERENCE – Inferring degrees of difficulty

NOTE-TAKING – Marking a text

READING – Scanning for detail

GRAMMAR – Infinitives of purpose

FINAL WRITING TASK – A pro and con paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	52
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	53
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	53
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	55
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	58
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	58
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	60
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	61
	Can scan a simple academic text to find specific information. (P)	49	B1 (43–50)	61
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	62
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	51
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	57
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	68
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	68, 73
	Can use parallel structure in academic writing. (P)	70	B2+ (67–75)	70
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	73

UNIT 4 Language and Power

INFERENCE – Inferring meaning of proverbs

NOTE-TAKING – Taking notes with a T-chart

READING – Recognizing how examples support opinions

GRAMMAR – Comparative adverbs

FINAL WRITING TASK – A contrast paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	76
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	77
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	77, 82
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	81
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	83
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	84
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	85
	Can recognize examples and their relation to the idea they support. (P)	54	B1+ (51–58)	85
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	86
Speaking	Can express their thoughts in some detail on cultural topics (e.g. music, films). (CA)	55	B1+ (51–58)	75
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	82
Writing	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	92, 97
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	95
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	97

UNIT 5 Careers of the Future

INFERENCE – Inferring when humor is used

NOTE-TAKING – Taking notes with bullets

READING – Predicting content from titles and subheadings

GRAMMAR – Future time clauses

FINAL WRITING TASK – A cover letter

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	100
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	102
	Can recognize the author's use of irony in a simple text, if guided by questions. (P)	62	B2 (59–66)	105
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	106, 109
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	106, 109
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	108
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	111
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	99
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	106
Writing	Can write a basic letter of application with limited supporting details. (P)	48	B1 (43–50)	118
	Can write a letter of application with appropriate register, conventions and supporting detail. (P)	65	B2 (59–66)	121
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	122
	Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)	55	B1+ (51–58)	123

UNIT 6 What is Ecotourism?

INFERENCE – Inferring probability

NOTE-TAKING – Taking notes on supporting details

READING – Using context clues to understand vocabulary

GRAMMAR – *Because* and *even though*

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	126, 135
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	127
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	128
	Can make simple inferences based on information given in a short article. (P)	51	B1+ (51–58)	131
	Can extract relevant details in everyday letters, brochures and short official documents. (CA)	48	B1 (43–50)	132
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	132
	Can take basic notes on a text about a familiar topic in their field of study. (P)	48	B1 (43–50)	134
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (CA)	51	B1+ (51–58)	135
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	136
Speaking	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43–50)	125
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	132
Writing	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	140
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	140, 145
	Can support a main idea with examples and reasons. (P)	57	B1+ (51–58)	143
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	145

UNIT 7 Capital Punishment

INFERENCE – Inferring both sides of a debate

NOTE-TAKING – Taking notes with an outline

READING – Identifying key information in charts

GRAMMAR – Adverb clauses of concession

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	148
	Can make basic inferences or predictions about text content from headings, titles or headlines. (P)	43	B1 (43–50)	149
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	150
	Can infer meaning in a simple academic text, in order to answer specific questions. (P)	54	B1+ (51–58)	154
	Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)	54	B1+ (51–58)	156, 160
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	161
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	147
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	155
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	158
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	168, 175
	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43–50)	170
	Can use limited discourse devices to link sentences smoothly into connected discourse. (CA)	51	B1+ (51–58)	171
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	174

UNIT 8 Is Our Climate Changing?

INFERENCE – Inferring purpose

NOTE-TAKING – Taking notes with symbols

READING – Identifying cohesive devices of contrast

GRAMMAR – Future modals

FINAL WRITING TASK – A cause-and-effect essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (CA)	46	B1 (43–50)	178
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	181
	Can predict the content of a simple academic text, using headings, images, and captions. (P)	48	B1 (43–50)	181, 186
	Can understand the writer’s purpose in a simple academic text, if guided by questions. (P)	53	B1+ (51–58)	184
	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	186
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	189
	Can recognize contrasting ideas in a structured text when signaled by discourse markers. (P)	57	B1+ (51–58)	189
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	190
Speaking	Can suggest cause and effect when discussing an academic topic. (P)	58	B1+ (51–58)	177
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	49	B1 (43–50)	185
Writing	Can take notes on a simple academic text. (P)	50	B1 (43–50)	188
	Can write simple structured essays, organizing basic ideas. (P)	53	B1+ (51–58)	198, 203
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	200
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	202

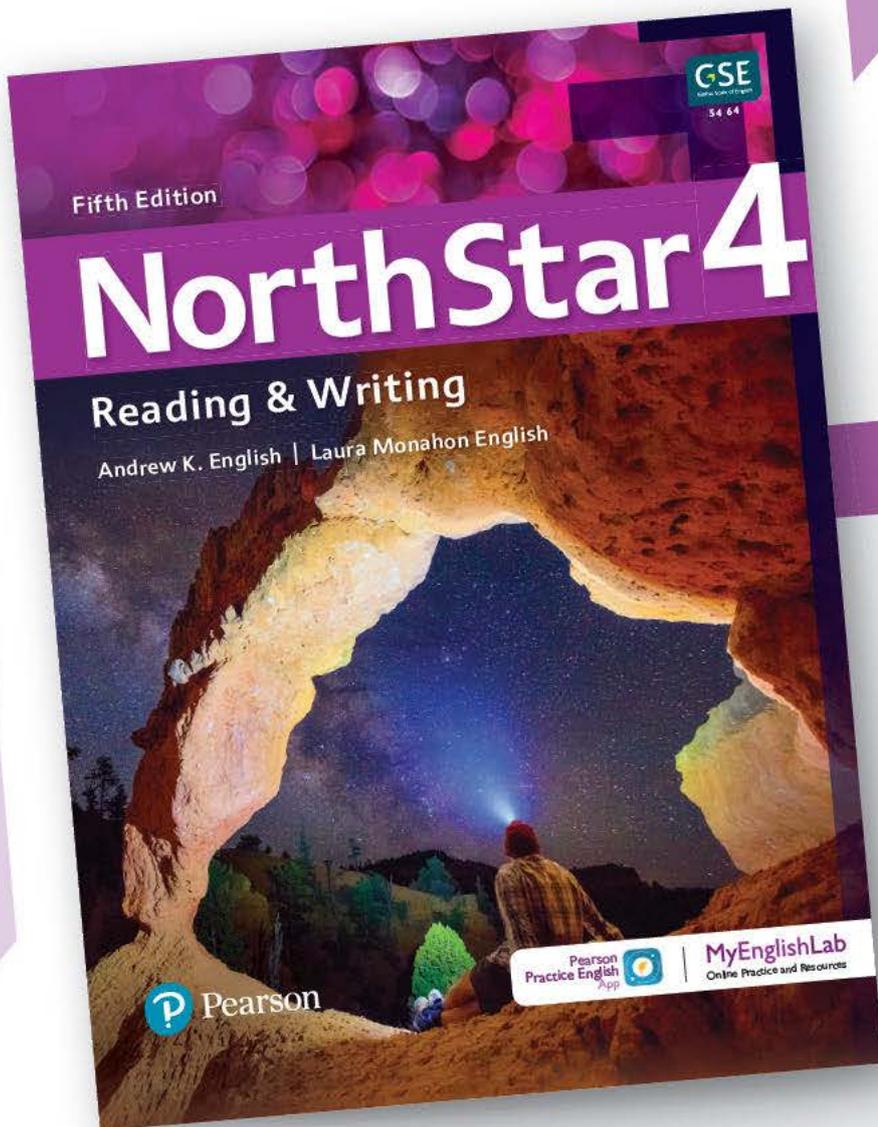
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NorthStar, Fifth Edition is an intensive, American English integrated skills course. It incorporates critical thinking and academic skills with language development and engages students through authentic and compelling content. It is designed to prepare students for the demands of college level and university study. There are two strands to *NorthStar*: Listening & Speaking and Reading & Writing.

Course Components

- Student Book with MyEnglishLab
- Student eBook with MyEnglishLab, Resources & Mobile App
- Student Book with Resources & Mobile App (for sale outside US only)
- Teacher’s Resources, including:
 - Student eBook
 - Downloadable achievement tests
 - Classroom audio
 - Audioscripts
 - Video activities
 - Videoscripts
 - Teacher’s Manual with Lesson Planners and Teacher’s Notes
 - Answer Keys
 - ExamView®
- Pearson Practice English App, including audio, video, and extra practice

Deliver rich online content to engage and motivate students, including:

- Students audio to support listening and speaking skills
- Engaging authentic video clips adapted from ABC and NBC newscasts, tied to unit themes
- Opportunities for written and recorded reactions to be submitted by students

Use powerful selection of diagnostic reports to:

- View student scores by unit, skill, and activity
- Monitor student progress on any activity or test as often as needed
- Analyze class data to determine steps for remediation and support

Use Teacher’s Resources to:

- Display pages of the Student eBook for whole-class instruction
- Download placement and achievement tests
- Print resources including lesson planners, videoscripts, and video activities
- Access classroom audio
- Access Teacher’s manuals, including answer keys
- Access ExamView® Assessment Suite

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale - and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in **NorthStar Reading & Writing 4**. It articulates the main language objectives of each unit and reflects how key and enabling skills combine toward larger goals within this level and strand.

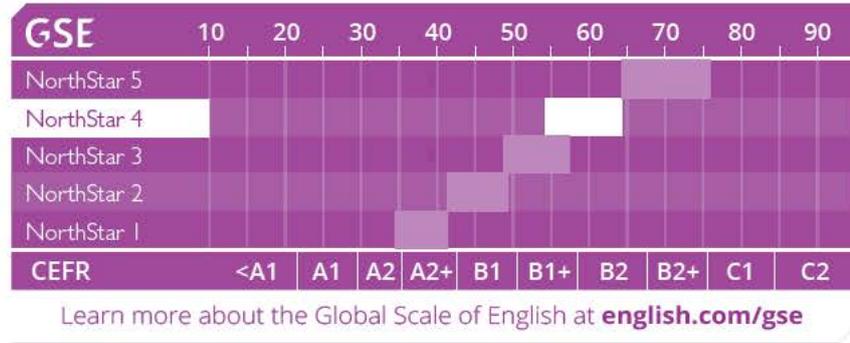
Some learning objectives will be repeated multiple times, a reflection of the fact that for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the target language), it is important to encounter that skill in a variety of contexts. The content of *NorthStar* is designed to focus on skills development in multiple contexts and through repeat exposure. Learners will have a variety of opportunities to improve their agility and fluency with the various skills. Page references on the following pages indicate a starting point, knowing that objectives may be covered in a single task or, more likely, over successive tasks.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(CSE _A)	Eiken descriptor from the CSE, adapted or edited
(C _J)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W _A)	WIDA ELD Standards (2012), adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

NorthStar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes students from CEFR A2 to C1 (34–76 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



NorthStar Reading & Writing 4

UNIT 1 Genius: Nature or Nurture?

INFERENCE – Understanding assumptions

NOTE-TAKING – Taking notes by marking important information

READING – Distinguishing voice in quotations

GRAMMAR – Past perfect

FINAL WRITING TASK – A summary paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	4
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	6
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	11, 15
	Can recognize inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	12
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	13
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	14
	Can understand the use of quotes in an academic text. (P)	63	B2 (59–66)	16
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	18
Speaking	Can express views clearly and evaluate hypothetical proposals in informal discussions. (C _A)	64	B2 (59–66)	3
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	13
Writing	Can write a structured paragraph on an academic topic in their field of study. (P)	65	B2 (59–66)	18
	Can summarize factual information within their field of interest. (C _A)	57	B1+ (51–58)	26
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	31
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	31

UNIT 2 Facing Life's Obstacles

INFERENCE – Inferring the meaning of idioms and expressions

NOTE-TAKING – Taking notes on main ideas with questions

READING – Recognizing positive redundancy

GRAMMAR – Gerunds and infinitives

FINAL WRITING TASK – A biographical paragraph

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	34, 40
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	35
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	35, 41
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	39, 44
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	42
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	44
	Can recognize the repetition of ideas expressed by substitution, paraphrasing, etc. (P)	67	B2+ (67–75)	45
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	47
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	33
	Can summarize and comment on a short story or article and answer questions in detail. (CA)	56	B1+ (51–58)	41
Writing	Can compare information from different sources. (P)	61	B2 (59–66)	47
	Can write short, simple biographies about real or imaginary people. (CA)	51	B1+ (51–58)	53
	Can develop a clear written description or narrative with relevant supporting detail and examples. (CA)	65	B2 (59–66)	56
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	59
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	59

UNIT 3 Making Medical Decisions

INFERENCE – Inferring degree of support

NOTE-TAKING – Taking notes on cause and effect with a graphic organizer

READING – Organizing the sequence of events in a timeline

GRAMMAR – Past unreal conditionals

FINAL WRITING TASK – An opinion essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	62
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	63, 69
	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	64
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	67, 72
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	68
	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	70, 72
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	71
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	74
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	61
	Can justify and sustain views clearly by providing relevant explanations and arguments. (C _A)	60	B2 (59–66)	69
Writing	Can compare information from different sources. (P)	61	B2 (59–66)	74
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	80
	Can write an introduction to a simple academic essay. (P)	59	B2 (59–66)	84
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	85
	Can write an essay in response to a specific question, if provided with a model. (P)	57	B1+ (51–58)	85

UNIT 4 Instinct or Intellect?

INFERENCE – Inferring the use of hedging

NOTE-TAKING – Taking notes with outlining

READING – Recognizing the role of quoted speech

GRAMMAR – Adjective clauses

FINAL WRITING TASK – A summary in journalistic style

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	90, 96
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	93, 99
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	94
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	95
	Can understand the use of quotes in an academic text. (P)	63	B2 (59–66)	100
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	101
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	87
	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	95
Writing	Can use appropriate outlines to organize ideas. (P)	58	B1+ (51–58)	98
	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59–66)	109
	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	113
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	115
	Can write a simple discursive essay. (P)	59	B2 (59–66)	115

UNIT 5 Too Much of a Good Thing?

INFERENCE – Inferring attitudes and feelings

NOTE-TAKING – Taking notes with signposts

READING – Using titles and headings to identify main idea

GRAMMAR – Simple past, present perfect, and present perfect progressive

FINAL WRITING TASK – A descriptive essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	118
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	119, 127, 130
	Can understand the plot of extended narratives written in standard, non-literary language. (C _A)	62	B2 (59–66)	120
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	124
	Can make inferences about the attitudes and feelings of characters based on evidence in the text. (P)	63	B2 (59–66)	125
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	127
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	129
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	131
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	117, 129
	Can summarize and comment on a short story or article and answer questions in detail. (C _A)	56	B1+ (51–58)	126
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	131, 143
	Can write a simple descriptive essay, if provided with a model. (P)	53	B1+ (51–58)	138
	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	141
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	143

UNIT 6 Making a Difference

INFERENCE – Inferring people’s reactions

NOTE-TAKING – Taking compare-and-contrast notes with a t-chart

READING – Recognizing persuasive language

GRAMMAR – Concessions

FINAL WRITING TASK – A persuasive essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can distinguish supporting details from the main points in a text. (P)	61	B2 (59–66)	148
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	148, 153
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	151, 159
	Can infer meaning based on information in a text. (P)	55	B1+ (51–58)	152
	Can compare information given in different texts and media on the same topic. (W _A)	58	B1+ (51–58)	154
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	156
	Can identify language used to persuade the reader. (W _A)	60	B2 (59–66)	157
Speaking	Can engage in extended conversation in a clearly participatory fashion on most general topics. (C _A)	61	B2 (59–66)	145
	Can summarize and comment on a short story or article and answer questions in detail. (C _A)	56	B1+ (51–58)	153
	Can describe what they would do and how they would react to situations in a text. (P)	61	B2 (59–66)	157
Writing	Can write personal emails/letters giving and commenting on news in detail. (C _A)	60	B2 (59–66)	159
	Can systematically develop an argument giving the reasons for or against a point of view. (P)	67	B2+ (67–75)	168
	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	171
	Can write an introduction to a simple academic essay. (P)	59	B2 (59–66)	171
	Can develop a clear written description or narrative with relevant supporting detail and examples. (C _A)	65	B2 (59–66)	175
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	175

UNIT 7 An Ocean of Problems

INFERENCE – Inferring the author’s point of view and possible bias

NOTE-TAKING – Taking notes on pros and cons

READING – Creating headings based on main idea

GRAMMAR – Subordinators and transitions

FINAL WRITING TASK – A problem-solution essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	178
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	179, 186
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	180, 187
	Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)	57	B1+ (51–58)	184
	Can recognize the writer’s point of view in a structured text. (P)	58	B1+ (51–58)	184, 189
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	189
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	191
Speaking	Can speak in general terms about environmental problems. (P)	52	B1+ (51–58)	177, 186
Writing	Can write relevant subheadings to structure longer more complex texts. (P)	67	B2+ (67–75)	190
	Can contrast two ideas when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	196
	Can signal that two ideas are similar when writing a simple academic text by using discourse markers. (P)	61	B2 (59–66)	196
	Can clearly signal problem and solution relationships in structured text. (P)	62	B2 (59–66)	200
	Can write a conclusion to a simple academic essay. (P)	58	B1+ (51–58)	203
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	205
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	205

UNIT 8 Managing Your Smartphone

INFERENCE – Inferring an author’s appeal to authority

NOTE-TAKING – Taking three-column notes to show time sequence

READING – Identifying referents for the pronoun *it*

GRAMMAR – Subordinators and prepositional phrases

FINAL WRITING TASK – A cause-and-effect essay

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can guess the meaning of an unfamiliar word from context. (P)	55	B1+ (51–58)	208
	Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)	54	B1+ (51–58)	209
	Can identify key information in an extended text or article. (P)	57	B1+ (51–58)	213, 220
	Can recognize inferred meaning in a structured text, if guided by questions. (P)	60	B2 (59–66)	215
	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59–66)	217
	Can understand the plot of extended narratives written in standard, non-literary language. (CJA)	62	B2 (59–66)	217
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+ (67–75)	219
	Can synthesize information from two or more basic texts, if guided by questions. (P)	58	B1+ (51–58)	222
Speaking	Can express their opinions in discussions on contemporary social issues and current affairs. (CSE _A)	61	B2 (59–66)	207, 217
Writing	Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)	65	B2 (59–66)	227, 235
	Can clearly signal cause and effect relationships in a structured text. (P)	60	B2 (59–66)	230
	Can edit and improve a simple text. (P)	55	B1+ (51–58)	239
	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	239

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