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# Biology

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Biology is a one semester class worth one credit ( $\frac{1}{2}$  credit may be earned per quarter) and is required for high school graduation. In order to earn credit each student must be passing with a 60% or better at the end of each quarter. Students study the diversity, complexity and interconnectedness of living systems. Topics addressed are listed below.

## The Content:

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<p><b>Unit 1—Chemistry and Biochemistry</b></p> <ol style="list-style-type: none"><li>1) Relating four types of macromolecules to the biochemical structure of organisms.</li><li>2) Correlating Macromolecule structure to function.</li><li>3) Determined by calculating energy stored in compounds.</li></ol> <p><b>Unit 2—Cell Structure and Function</b></p> <ol style="list-style-type: none"><li>1) Comparing viruses, bacterial cells, plant cells, and animal cells.</li><li>2) Modeling cell structure.</li><li>3) Relating organelle function to cell function.</li><li>4) Cells comprise organisms in a variety of ways.</li></ol> <p><b>Unit 3—Cell Energetics</b></p> <ol style="list-style-type: none"><li>1) Starting with photosynthesis.</li><li>2) Transformed by cellular respiration.</li><li>3) Converted to ATP for cell usage.</li></ol> <p><b>Unit 4—Comparative Structure and Function of Living Things</b></p> <ol style="list-style-type: none"><li>1) Producing interdependency of cells.</li><li>2) Observed by integration of systems in an organism.</li><li>3) Resulting in efficient life functions.</li></ol> <p><b>Unit 5—Human Systems</b></p> <ol style="list-style-type: none"><li>1) Results from specialization.</li><li>2) Results in systems working together.</li><li>3) Producing healthy bodies.</li></ol> <p><b>Unit 6—Homeostasis and Health</b></p> <ol style="list-style-type: none"><li>1) Homeostasis is a dynamic process.</li><li>2) Controlled by regulating mechanisms.</li><li>3) Resulting in healthy organisms.</li></ol>	<p><b>Unit 7—Matter and Energy in Ecosystems</b></p> <ol style="list-style-type: none"><li>1) Acquired through photosynthesis.</li><li>2) Transformed by respiration.</li><li>3) Passed through food webs.</li><li>4) Providing for an organisms' growth and repair.</li></ol> <p><b>Unit 8—Population Ecology and Human Impact on the Environment</b></p> <ol style="list-style-type: none"><li>1) Observed in dynamic population equilibrium.</li><li>2) Influenced by abiotic and biotic factors.</li><li>3) Impacted by habitat destruction and invasive species.</li></ol> <p><b>Unit 9—Cell Division and Chromosome Mutation</b></p> <ol style="list-style-type: none"><li>1) Producing growth and specialization (mitosis).</li><li>2) Producing Gamete production (meiosis).</li></ol> <p><b>Unit 10—DNA/RNA and Protein Synthesis</b></p> <ol style="list-style-type: none"><li>1) Passed on by replication.</li><li>2) Written in triplet base coding.</li><li>3) Transcribed to mRNA.</li><li>4) Translated by tRNA.</li><li>5) Errors result in mutations.</li></ol> <p><b>Unit 11—Genetics (DNA/RNA and Protein Synthesis)</b></p> <ol style="list-style-type: none"><li>1) Passed down as genotypes.</li><li>2) Observed as phenotypes.</li><li>3) Governed by dominance, segregation, and independent assortment.</li><li>4) Analyzed by Punnett squares and statistics.</li><li>5) Altered by Mutations.</li></ol> <p><b>Unit 12—Evolution</b></p> <ol style="list-style-type: none"><li>1) As evidenced by common characteristics of all organisms.</li><li>2) As measured by variations within species.</li><li>3) Observed through natural selection.</li><li>4) Resulting in survival of the fittest.</li></ol>
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## Classroom Expectations:

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### 1. **Be prepared to work**

- ◇ *Be on time, in your seat, following directions and using your time wisely.*

### 2. **Respect yourself and each other**

- ◇ *Treat others, as you would like to be treated. Physical acts of violence, verbal threats, harassment and inappropriate language will not be tolerated.*
- ◇ *You will be asked to work with a partner and in a group on occasion. Each group member is expected to participate to his/her best ability.*

### 3. **Take care of your environment**

- ◇ *Take care of the building and take care of your mess.*
- ◇ *Food and drinks (other than water) are not permitted in this classroom.*

### 4. **Take responsibility for your work and your actions. Act safely to protect yourself and others.**

- ◇ *Remember, YOU can only control YOURSELF. The choices that you make are the choices that you must deal with.*

Should you decide you cannot follow the above expectations you will be asked to leave. We have a good time in my classes, but I do not put up with nonsense!

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## Your Grade:

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Your grade will be based on projects, notebooks, assignments, tests, participation and attendance.

Scale: The following grading scale will be used to determine each student's grade:

Grade	Percent								
A +	97-100	B +	87-89	C +	77-79	D +	67-69		
A	93-96	B	83-86	C	73-76	D	63-66	F	<59
A -	90-92	B -	80-82	C -	70-72	D -	60-62		

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## Attendance:

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***Students are expected to attend classes every day. Consistent attendance is a learned discipline that strengthens a student's ability to succeed in school, work and life. In the school setting we also view a student's attendance as an indicator of that student's commitment to school.***

Absences will be received for the following:

- ✱ Not present for class
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- ✱ Leaving early (not attending the entire class)
- ✱ Sleeping
- ✱ 3 tardies (remember to make up your time on the day of the tardy)

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# *Botany*

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Botany is a one quarter class worth one half credit (½ credit may be earned per quarter) and is an elective credit toward high school graduation. In order to earn credit each student must be passing with a 60% or better at the end of each quarter. Botany provides students with an understanding of plants, their life cycles, and their evolutionary relationships.

## **The Content:**

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### **Unit 1: Introduction to Botany**

- Classification
- Plant Cell
- Photosynthesis

### **Unit 2: Protist**

- Algae
- Economic Importance

### **Unit 3: Fungi**

- Fungi
- Economic Importance

### **Unit 4: Plant Diversity**

- Bryophyte
- Seedless Vascular Plants
- Seed Plants
- Angiosperms

### **Unit 5: Plant Anatomy and Physiology**

- Tissues in Plants
- Roots
- Stems
- Leaves
- Transportation in Plants

### **Unit 6: Plant Reproduction**

- Reproduction of Seed Plants: Cones and Flowers
- Seed Development and Germination
- Plant Propagation and agriculture
- Economic Importance

### **Unit 7: Plant Responses and Adaptations**

- Hormones and Plant Growth
- Plant Responses and Adaptations
- Tropisms

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## Classroom Expectations:

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  - a. Be on time, in your seat, following directions and using your time wisely.
2. **Respect yourself and each other**
  - a. Treat others, as you would like to be treated. Physical acts of violence, verbal threats, harassment and inappropriate language will not be tolerated.
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# Zoology

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Zoology is a one quarter class worth one half credit ( $\frac{1}{2}$  credit may be earned per quarter) and is an elective credit toward high school graduation. In order to earn credit each student must be passing with a 60% or better at the end of each quarter. Zoology provides students with an understanding on animals, the niche they occupy in their environment or habitat their life cycles, and their evolutionary relationships to other organisms.

## The Content:

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### **Unit 1: Intro to Zoology**

- Branches of Zoology
- Characteristics of the Animal Kingdom
- Evolution
- Taxonomy

### **Unit 2 Sponges and Cnidarians**

- Introduction to the Animal Kingdom
- Sponges
- Cnidarians

### **Unit 3: Worms and Mollusks**

- Flatworms
- Roundworms
- Annelids
- Mollusks

### **Unit 4: Arthropods and Echinoderms**

- Introduction to the Arthropods
- Groups of Arthropods
- Insects
- Echinoderms

### **Unit 5: Comparing Invertebrates**

- Invertebrate Evolution
- Form and Function in Invertebrates

### **Unit 6: Nonvertebrate Chordates, Fishes, and Amphibians**

- The Chordates
- Fishes
- Amphibians

### **Unit 7: Reptiles and Birds**

- Reptiles
- Birds

### **Unit 8: Mammals**

- Introduction to Mammals
- Diversity of Mammals
- Primates and Human Origins

### **Unit 9: Comparing Chordates**

- Chordate Evolution
- Controlling Body Temperature
- Form and Function in Chordates

### **Unit 10: Animal Behavior**

- Elements of Behavior
- Patterns of Behavior

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## Classroom Expectations:

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2. **Respect yourself and each other**
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## *Physical Education*

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Physical Education provided students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Each unit will address motor skills, cognitive skills, physical fitness, and personal/social skills. The following are examples of activities that may be included in this class.

### **The Content:**

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#### **Unit 1: Health Related Fitness**

- Cardiorespiratory
- Muscular Strength
- Flexibility
- Body Composition

#### **Unit 2: Net/Wall Games**

- Volleyball
- Pickleball
- Table tennis

#### **Unit 3: Target Games**

- Discgolf
- Golf

#### **Unit 4: Invasion Games**

- Soccer
- Floor hockey
- Football
- Basketball

#### **Unit 5: Striking/Fielding Games**

- Softball

#### **Unit 6: Outdoor Pursuits**

- Skiing
- Hiking

#### **Unit 7: Rhythmic Activities**

- Aerobics
- Fitness videos

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## Classroom Expectations:

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## 03051 Biology

Biology is a course in laboratory science where students investigate the living world around them using field study and laboratory techniques. Students study the diversity, complexity an interconnectedness of living systems. Topics addressed are cell physiology, organ systems, disease-causing organisms, genetics, evolution, characteristics and classification of life forms.

### Biology Pacing Guide

Unit	Pacing Guide	Standards Covered
Unit 1 Chemistry and Biochemistry	8 Days	B1.1C, B1.1E, B1.2B, B1.2C, B2.2A, B2.2B, B2.2C, B2.2D, B2.2E, B2.2f, B2.4f, B2.5A
Unit 2 Cell Structure and Function	8 Days	B1.1E, B1.2E, B1.2h, B1.2i, B2.4g, B2.4h, B2.4i, B2.5g, B2.5h, B2.5i
Unit 3 Cell Energetics	8 Days	B1.1C, B 1.1E, B1.1f, B1.2k, B2.4e, B2.5D, B2.5e, B2.5f, B3.1B, B3.1C, B3.1f
Unit 4 Comparative Structure and Function of Living Things	6 Days	B1.1C, B1.1E, B1.2C, B2.4B, B2.4C, B2.5B
Unit 5 Human Systems	7 Days	B1.1A, B1.1C, B1.1D, B1.2j, B2.1e, B2.3d, B2.3g
Unit 6 Homeostasis and Health	8 Days	B1.1C, B1.1h, B1.2C, B1.2D, B2.3A, B2.3B, B2.3C, B2.3e, B2.3f, B2.6a
Unit 7 Matter and Energy in Ecosystems	7 Days	B1.1A, B1.1C, B1.1f, B1.2C, B1.2i, B2.1A, B2.1B, B2.5C, B3.1A, B3.1B, B3.1C, B3.1D, B3.1e, B3.2A, B3.2B, B3.2C, B3.3A, B3.3b
Unit 8 Population Ecology & Human Impact on the Environment	7 Days	B1.1C, B1.1D, B1.1E, B1.2B, B3.4A, B3.4C, B3.4d, B3.4e, B3.5A, B3.5B, B3.5C, B3.5e, B3.5f, B3.5g
Unit 9 Cell Division and Chromosome Mutation	8 Days	B1.1C, B1.2C, B2.1C, B2.1d, B3.5d, B4.2A, B4.3A, B4.3B, B4.3C, B4.3d, B4.3e, B4.3f, B4.3g, B4.4b
Unit 10 DNA/RNA & Protein Synthesis	8 Days	B1.1C, B1.1D, B1.1E, B1.1g, B4.1B, B4.2B, B4.2C, B4.2D, B4.2E, B4.2f, B4.2g, B4.4c
Unit 11 Genetics	7 Days	B1.1D, B1.1E, B1.1g, B4.1A, B4.1c, B4.1d, B4.1e, B4.2h, B4.4a
Unit 12 Evolution	8 Days	B1.1E, B1.2C, B1.2i, B2.4A, B2.4d, B3.4B, B5.1A, B5.1B, B5.1c, B5.1d, B5.1e, B5.1f, B5.1g, B5.2a, B5.2b, B5.2c, B5.3A, B5.3B, B5.3C, B5.3d, B5.3e, B5.3f

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### 03058 Botany

Botany provides students with an understanding of plants, their life cycles, and their evolutionary relationships.

#### Botany Pacing Guide

Unit	Pacing Guide	Standards Covered
Unit 1 Introduction to Botany	3 Days	
Unit 2 Protists	6 Days	
Unit 3 Fungi	6 Days	
Unit 4 Plant Diversity	6 Days	
Unit 5 Plant Anatomy and Physiology	6 Days	
Unit 6 Plant Reproduction	6 Days	
Unit 7 Plant Responses and Adaptations	10 Days	

### 03061 Zoology

Zoology provides students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms.

#### Zoology Pacing Guide

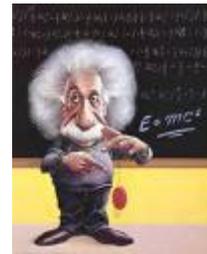
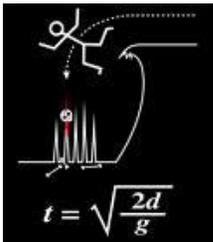
Unit	Pacing Guide	Standards Covered
Unit 1 Introduction to Zoology	3 Days	
Unit 2 Sponges and Cnidarians	5 Days	
Unit 3 Worms and Mollusks	5 Days	
Unit 4 Arthropods and Echinoderms	5 Days	
Unit 5 Comparing Invertebrates	5 Days	
Unit 6 Nonvertebrates, Chordates, Fishes and Amphibians	5 Days	
Unit 7 Reptiles and Birds	5 Days	
Unit 8 Mammals	5 Days	
Unit 9 Comparing Chordates	5 Days	
Unit 10 Animal Behaviors	5 Days	

## 08001 Physical Education

Physical Education provided students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

### Physical Education Pacing Guide

Unit	Pacing Guide	Standards Covered
Unit 1 Health Related Fitness	3 Days	A.3.PA.1, <b>A.4.HR.2, A.4.HR., A.4.HR.4, A.4.HR.5</b> , A.4.HR.6, <b>A.4.HR.7</b> , A.4.HR.8, A.4.AN.1, A.4.AN.4, K.2.FB.1, K.2.PA.1, K.2.HR.2, K.2.HR.3, K.2.HR.4, K.2.HR.5, K.2.HR.6, K.2.HR.7, K.2.HR.8, K.2.AN.1, K.2.AN.2, K.2.RP.2, K.2.ID.1, B.5.FB.1, B.6.RP.2, B.6.ID.1
Unit 2 Aquatics	0 Days	M.1.AQ.2, M.1.AQ.3, M.1.AQ.4, M.1.AQ.7, M.1.AQ.8, *K.2.FB.1, K.2.AQ.3, K.2.AQ.2, K.2.AQ.4, K.2.AQ.5, K.2.AQ.6, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>
Unit 3 Net/Wall Games	5 Days	*M.1.MS.4, *M.1.MS.5, M.1.NG.1, M.1.NG.2, *K.2.FB.1, *K.2.MS.1, *K.2.MS.2, *K.2.MS.3, K.2.NG.1, K.2.NG.2, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1, <i>*Expectations that are repeated in other Categories.</i>
Unit 4 Target Games	5 Days	*M.1.MS.4, M.1.TG.1, M.1.TG.2, *K.2.FB.1, *K.2.MS.1, *K.2.MS.2, *K.2.MS.3, K.2.TG.1, K.2.TG.2, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>
Unit 5 Invasion Games	5 Days	*M.1.MS.4, *M.1.MS.5, M.1.IG.1, M.1.IG.2, *K.2.FB.1, *K.2.MS.1, *K.2.MS.2, *K.2.MS.3, K.2.IG.1, K.2.IG.2, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>
Unit 6 Striking Fielding Games	5 Days	*M.1.MS.4, M.1.SG.1, *K.2.FB.1, *K.2.MS.1, *K.2.MS.2, *K.2.MS.3, K.2.SG.1, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>
Unit 7 Outdoor Pursuits	5 Days	M.1.OP.2, M.1.OP.3, M.1.OP.4, M.1.OP.5, *K.2.FB.1, *K.2.MS.3, K.2.OP.1, K.2.OP.2, K.2.OP.3, K.2.OP.4, K.2.OP.5, K.2.OP.6, K.2.OP.7, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>
Unit 8 Rhythmic Activities	5 Days	M.1.MS.6, M.1.RA.1, *K.2.FB.1, K.2.MS.6, K.2.RA.1, *K.2.PA.1, *K.2.PS.1, *K.2.PS.2, *K.2.RP.1, *K.2.SB.1, *K.2.ID.2, *, K.2.ID.3, *K.2.FE.1, *A.3.PE.1, *B.6.FB.1, *B.5.PS.1, *B.5.PS.2, *B.6.RP.1, *B.6.SB.1, *B.6.ID.2, *B.6.ID.3, *B.6.FE.1 <i>*Expectations that are repeated in other Categories.</i>



## Physics Syllabus Standards and Pacing Guides

### 03151 Physics

In physics both matter and energy are studied to see their relationship. This involves using formulas for kinematics, dynamics and mechanics. The study of energy transformations, electricity and thermodynamics will also be examined.

#### Units Covered:

##### Unit 1 - Forces and Motion

- **Big Idea:** The motion of an object that moves both horizontally and vertically at the same time can be analyzed with the principles of linear motion and force.
- **Big Idea:** When two objects interact with each other, by direct contact or at a distance, all three of Newton's Laws describe and explain that interaction.

##### Unit 2 - Forms of Energy and Energy Transformations

- **Big Idea:** Doing work on an object requires transferring energy to the object resulting in a change of position and possibly a change in speed.

##### Unit 3 - Mechanical Waves

- **Big Idea:** Mechanical waves are vibrations in a medium that move from source to receiver, conveying energy.

##### Unit 4 - Light

- **Big Idea:** Electromagnetic waves transfer energy and information from place to place without a material medium, and visible light is a form of electromagnetic radiation. All electromagnetic waves move at the speed of light.

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## Unit 5 – Electricity

- **Big Idea:** All objects are composed of electrical charges. Certain characteristics of these charges determine the electric and magnetic forces experienced by objects that interact with each other at a distance.
- **Big Idea:** Electrical current is used to transfer energy and to do work.

## Unit 6 - Thermal and Nuclear

- **Big Idea:** Energy is constantly being transformed from one form to another. During these transformations the total amount of energy must remain constant although some energy is usually “lost” by the system in the form of heat.
- **Big Idea:** Energy takes many forms and is able to be transformed from one form to another.

### Pacing Guide

<b>1 Semester course split into 2 quarters</b>	
<b>Quarter 1 ( 9 wks)</b>	<b>Quarter 2 (9 wks)</b>
<b>Unit 1 (4 weeks)</b>	<b>Unit 4 (4 weeks)</b>
<b>Unit 2 (3 weeks)</b>	<b>Unit 5 (5 weeks)</b>
<b>Unit 3 (2 weeks)</b>	

### Standards (power standard in bold)

#### Unit 1

CE Code	Description
P1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity–length, volume, weight, time interval, temperature–with the appropriate level of precision).
P1.1D	Identify patterns in data and relate them to theoretical models.
P1.1h	Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.
P1.2h	Describe the distinctions between scientific theories, laws, hypotheses, and observations.
<b>P3.1A</b>	<b>Identify the force(s) acting between objects in “direct contact” or at a distance.</b>
<b>P3.1d</b>	<b>Identify the basic forces in everyday interactions.</b>
P3.2A	Identify the magnitude and direction of everyday forces (e.g., wind, tension in ropes, pushes and pulls, weight).
<b>P3.2C</b>	<b>Calculate the net force acting on an object.</b>
P3.2d	Calculate all the forces on an object on an inclined plane and describe the object’s motion

	based on the forces using free-body diagrams.
<b>P3.3A</b>	<b>Identify the action and reaction force from examples of forces in everyday situations (e.g., book on a table, walking across the floor, pushing open a door).</b>
P3.4B	Identify forces acting on objects moving with constant velocity (e.g., cars on a highway).
<b>P3.4A</b>	<b>Predict the change in motion of an object acted on by several forces.</b>
<b>P3.4C</b>	<b>Solve problems involving force, mass, and acceleration in linear motion (Newton's second law).</b>
<b>P3.6C</b>	<b>Explain how your weight on Earth could be different from your weight on another planet.</b>

## Unit 2

CE Code	Description
P1.1B	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
P1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).
P1.2D	Evaluate scientific explanations in a peer review process or discussion format
<b>P4.1A</b>	<b>Account for and represent energy into and out of systems using energy transfer diagrams.</b>
P4.1c	Explain why work has a more precise scientific meaning than the meaning of work in everyday language.
P4.1d	Calculate the amount of work done on an object that is moved from one position to another.
P4.1e	Using the formula for work, derive a formula for change in potential energy of an object lifted a distance $h$ . (P4.1e)
P4.2B	Name devices that transform specific types of energy into other types (e.g., a device that transforms electricity into motion).
<b>P4.2C</b>	<b>Explain how energy is conserved in common systems (e.g., light incident on a transparent material, light incident on a leaf, mechanical energy in a collision).</b>
P4.2D	Explain why (for example) all the stored energy in gasoline does not transform to mechanical energy of a vehicle.
P4.2f	Identify and label the energy inputs, transformations, and outputs using qualitative or quantitative representations in simple technological systems (e.g., toaster, motor, hair dryer) to show energy conservation.
<b>P4.3A</b>	<b>Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).</b>
<b>P4.3B</b>	<b>Describe the transformation between potential and kinetic energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts).</b>
P4.3d	Rank the amount of kinetic energy from highest to lowest of everyday examples of moving objects.

P4.3e	Calculate the changes in kinetic and potential energy in simple mechanical systems (e.g., pendulums, roller coasters, ski lifts) using the formulas for kinetic energy and potential energy.
P4.3f	Calculate the impact speed (ignoring air resistance) of an object dropped from a specific height or the maximum height reached by an object (ignoring air resistance), given the initial vertical velocity.

### Unit 3

CE Code	Description
P1.1B	Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.
P1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).
P1.1h	Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.
P1.1f	Predict what would happen if the variables, methods, or timing of an investigation were changed.
P1.2C	Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.
P4.1B	Explain instances of energy transfer by waves and objects in everyday activities (e.g., why the ground gets warm during the day, how you hear a distant sound).
<b>P4.4A</b>	<b>Describe specific mechanical waves (e.g., on a demonstration spring, on the ocean) in terms of wavelength, amplitude, frequency, and speed.</b>
<b>P4.4B</b>	<b>Identify everyday examples of transverse and compression (longitudinal) waves.</b>
<b>P4.4C</b>	<b>Compare and contrast transverse and compression (longitudinal) waves in terms of wavelength, amplitude, and frequency.</b>
<b>P4.4d</b>	<b>Demonstrate that frequency and wavelength of a wave are inversely proportional in a given medium.</b>
P4.4e	Calculate the amount of energy transferred by transverse or compression waves of different amplitudes and frequencies (e.g., seismic waves).

<b>4.5A</b>	<b>Identify everyday examples of energy transfer by waves and their sources.</b>
<b>P4.5B</b>	<b>Explain why an object (e.g., fishing bobber) does not move forward as a wave passes under it.</b>
P4.5C	Provide evidence to support the claim that sound is energy transferred by a wave, not energy transferred by particles.
P4.5E	Explain why everyone in a classroom can hear one person speaking, but why an amplification system is often used in the rear of a large concert auditorium.
P4.6D	Explain why we see a distant event before we hear it (e.g., lightning before thunder, exploding fireworks before the boom).
P4.9A	Identify the principle involved when you see a transparent object (e.g., straw, piece of glass) in a clear liquid.

#### Unit 4

CE Code	Description
P1.1A	Generate new questions that can be investigated in the laboratory or field
P1.1C	Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).
P1.2j	Apply science principles or scientific data to anticipate effects of technological design decisions
P1.2k	Analyze how science and society interact from a historical, political, economic, or social perspective.
<b>P4.6A</b>	<b>Identify the different regions on the electromagnetic spectrum and compare them in terms of wavelength, frequency, and energy.</b>
<b>P4.6B</b>	<b>Explain why radio waves can travel through space, but sound waves cannot.</b>
<b>P4.6C</b>	<b>Explain why there is a delay between the time we send a radio message to astronauts on the moon and when they receive it.</b>
P4.6e	Explain why antennas are needed for radio, television, and cell phone transmission and reception.
P4.6f	Explain how radio waves are modified to send information in radio and television programs, radio-control cars, cell phone conversations, and GPS systems.
<b>4.6g</b>	<b>Explain how different electromagnetic signals (e.g., radio station broadcasts or cell</b>

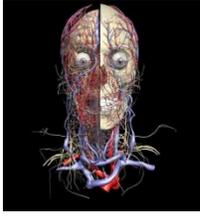
	<b>phone conversations) can take place without interfering with each other.</b>
<b>P4.6h</b>	<b>Explain the relationship between the frequency of an electromagnetic wave and its technological uses.</b>
P4.9B	Explain how various materials reflect, absorb, or transmit light in different ways.
P4.9C	Explain why the image of the Sun appears reddish at sunrise and sunset.
P4.r9d	Describe evidence that supports the dual wave - particle nature of light.

## Unit 5

CE Code	Description
P1.1A	Critique whether or not specific questions can be answered through scientific investigations.
P1.1E	Describe a reason for a given conclusion using evidence from an investigation.
P1.2D	Evaluate scientific explanations in a peer review process or discussion format.
P1.2E	Evaluate the future career and occupational prospects of science fields.
P3.1b	Explain why scientists can ignore the gravitational force when measuring the net force between two electrons.
P3.1c	Provide examples that illustrate the importance of the electric force in everyday life.
<b>P3.7A</b>	<b>Predict how the electric force between charged objects varies when the distance between them and/or the magnitude of charges change.</b>
P3.7c	Draw the redistribution of electric charges on a neutral object when a charged object is brought near.
<b>P3.7d</b>	Identify examples of induced static charges.
<b>P3.7e</b>	<b>Explain why an attractive force results from bringing a charged object near a neutral object.</b>
P3.7f	Determine the new electric force on charged objects after they touch and are then separated.
P3.7g	Propose a mechanism based on electric forces to explain current flow in an electric circuit.
P3.8b	Explain how the interaction of electric and magnetic forces is the basis for electric motors, generators, and the production of electromagnetic waves.
<b>P4.10A</b>	<b>Describe the energy transformations when electrical energy is produced and transferred to homes and businesses.</b>
<b>P4.10B</b>	<b>Identify common household devices that transform electrical energy to other forms of energy, and describe the type of energy transformation.</b>
<b>P4.10C</b>	<b>Given diagrams of many different possible connections of electric circuit elements, identify complete circuits, open circuits, and short circuits and explain the reasons for the classification.</b>

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<b>P4.10D</b>	<b>Discriminate between voltage, resistance, and current as they apply to an electric circuit.</b>
P4.10e	Explain energy transfer in a circuit, using an electrical charge model.
P4.10f	Calculate the amount of work done when a charge moves through a potential difference, V.
<b>P4.10g</b>	<b>Compare the currents, voltages, and power in parallel and series circuits.</b>
<b>P4.10h</b>	<b>Explain how circuit breakers and fuses protect household appliances.</b>
P4.10i	Compare the energy used in one day by common household appliances (e.g., refrigerator, lamps, hair dryer, toaster, televisions, music players).
P4.10j	Explain the difference between electric power and electric energy as used in bills from an electric company.



# Anatomy and Physiology

## Syllabus and Classroom Expectations

### 03053 Anatomy

Anatomy presents an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, cardiovascular, respiratory, digestive, and nervous systems.

- You will also be required to keep a notebook of all of our investigations, notes, assignments, etc.; this notebook will be graded periodically throughout the semester. This will require that you stay organized!
- There is a great deal of memorization of body parts (Latin names) in this course. It will require some study time from you outside of class if you want to pass.
- Also, in order to be successful in this class you will need to be committed to doing some homework assignments. We have a lot to cover this semester so plan on taking things home.
- In order to receive credit in this class you must pass all unit tests with a 60% or higher. If you do not get at least a 60% you need to retake the test until you pass it.

### Units Covered:

**Unit 1:** Introduction to anatomy and physiology, medical terminology and body orientation

**Unit 2:** Tissues/Integumentary System

**Unit 3:** Digestive System

**Unit 4:** Muscular System

**Unit 5:** Skeletal System

**Unit 6:** Nervous System

**Unit 7:** Respiratory and Cardiovascular Systems

## Pacing Guide and Standards

Unit	Pacing Guide	Standards Addressed
Unit 1 – Introduction to Anatomy – Anatomical Terminology	2 Weeks	B1.2D, B1.2E B2.3 d, B2.3f, B2.3g
Unit 2 - Tissues and Integumentary System	2 Weeks	P1.2D, B1.2E, B1.2f, B1.2g B2.3C, B2.3f, B2.3g B2.5B B2.r6c, B2.r6d, B2.r6e
Unit 3 – Digestive System	3 Weeks	B1.1g, B1.1i B1.2D, B1.2E, B1.2f, B1.2g B2.3B, B2.3C, B2.3d, B2.3e B2.3f, B2.3g B2.5B, B2.r6c B2.r6d, B2.r6e
Unit 4 – Muscular System	2.5 Weeks	B1.1A, B1.1g, B1.1i B1.2D, B1.2E, B1.2f, B1.2g B2.3B, B2.3C, B2.3d, B2.3e B2.3f, B2.3g B2.5B B2.r6c, B2.r6d, B2.r6e
Unit 5 – Skeletal System	3 Weeks	B1.1g, B1.1i B1.2D, B1.2E, B1.2f, B1.2g B2.3B, B2.3C, B2.3d, B2.3e, B2.3f B2.3g, B2.5B B2.r6c, B2.r6d, B2.r6e
Unit 6 – Nervous System	3 Weeks	B1.1g, B1.1i B1.2D, B1.2E, B1.2f, B1.2g B2.3B, B2.3C, B2.3d, B2.3e, B2.3f B2.3g, B2.5B B2.r6c, B2.r6d, B2.r6e
Unit 7 – Respiratory and Cardiovascular Systems	2.5 Weeks	B1.1g, B1.1i B1.2D, B1.2E, B1.2f, B1.2g B2.3B, B2.3C, B2.3d, B2.3e B2.3f, B2.3g B2.5B, B2.r6c B2.r6d, B2.r6e



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## Environmental Science Syllabus and Classroom Expectations

### 03003 Environmental Science

Environmental Science course examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.

This class will be project oriented with an emphasis on water, land, and energy resources. Participation in projects related to conservation of natural resources in our school and community will be a focus. Regional and national environmental problems will be researched and debated. Throughout each unit of study we will investigate the impacts of humans on the environment.

### Units Covered:

#### **Unit 1: Ecosystem Ecology**

- How are ecosystems self-regulating and how are populations kept in check?
- How do species coexist / compete for resources?
- How did all these animals get on the endangered species list and what can be done to protect them from extinction?
- How do we impact ecosystems?
- What impact could the release of Asian Carp have on the Great Lakes ecosystem? Why are so many resources being used to ensure the carp does not make it into Lake Michigan?

#### **Unit 2: Solid Waste**

- What are the pros and cons (for society and the environment) of each waste disposal option?
- How do we impact the environment through our decisions to reduce, reuse, recycle and rethink?

#### **Unit 3: Hydrogeology**

- What impacts do land use, population trends and human behavior have on water quality and availability?
- How do you determine the health of a body of water and find solutions to water quality problems?

#### **Unit 4: Climate and Climate Change**

- What are the causes and effects of global climate change and how does it affect me?
- How do oceans and the atmosphere influence climates around the world?
- How can you predict global climate change and its consequences on the environment?

**Unit 5: Energy and Alternatives**

- What negative impacts on the environment exist due to human reliance on fossil fuels for energy and how can we combat that impact?
- Is a pipeline for oil worth the environmental risks associated with it?
- How do you analyze energy sources to determine the best energy source for a given job?
- Why is alternative energy hard to access and what can we do about it?

**Unit 6: Nourishing the Planet**

- How can we economically feed a growing population with the same amount of farmland while protecting the environment and our health?

**Pacing Guide and Standards Addressed**

Unit	Pacing Guide	Standards Covered
Unit 1 - Ecosystem Ecology	3 weeks	E1.1C, E1.1D, E1.1E, E1.1f E1.2B, E1.2D E2.1C B3.1A B3.2A, B3.2C B3.3A B3.4A, B3.4C B3.5A, B3.5B, B3.5C, B3.5e B3.5f, B3.5g
Unit 2 – Solid Waste	3 weeks	B1.2B, B1.2E, B1.2f, B1.2g B3.4C E2.4A, E2.4d
Unit 3 - Hydrogeology	3 weeks	E1.1C, E1.1D, E1.1g E1.2B, E1.2D, E1.2 f B3.4C E2.1C E2.3b E4.1A, E4.1B, E4.1C
Unit 4 – Climate and Climate Change	3 weeks	E1.1B, E1.1D, E1.1g, E1.1i E1.2D, E1.2h, E1.2K E2.3d E2.4c B3.4C, B 3.4e E4.2A, E4.2B, E4.2d E5.4A, E5.4C, E5.4D E5.r4j
Unit 5- Energy and Alternatives	3 weeks	E1.1C E1.2B, E1.2E, E1.2f, E1.2g      E1.2j, E1.2K B3.4C E2.2A, E2.2B, E2.2D, E2.2e E2.4A

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		P4.2B, P4.2C, P4.2D
Unit 6 – Nourishing the Planet	3 weeks	PS1.A LS1.A, LS1.C LS2.B, LS2.C, LS4.D ESS3.C ETS1.A, ETS1.B

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## Personal Finance and Business Mathematics Class Syllabus **Mr. Demlow**

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Welcome to my class! I am looking forward to working with you on a successful semester.

**Purpose :** The purpose of this class is to give you the opportunity to learn necessary skills to 1. successfully manage your money, 2. make sound financial decisions, 3. make financial decisions in a business setting and 4. master the basic skills needed in these areas.

**1. Question :** What are we going to learn about?

Unit 1 : Gross Income

Unit 8 : Loans

Unit 2 : Net Income

Unit 9 : Vehicle

Unit 3 : Recordkeeping

Transportation

Unit 4 : Checking Account

Unit 10 : Housing Costs

Unit 5 : Savings Account

Unit 11 : Insurance

Unit 6 : Cash Purchases

Unit 12 : Investment

Unit 7 : Charge Account and Credit

Cards

2. Attendance- I'm glad you're here!

**In order for you to be successful, it is expected that I see your smiling face in class everyday and on time. ---**

-Missing class time means you are missing important material, discussion, activity or work time. If you miss time, you are responsible for the work. When the time is appropriate, please talk to a student in your group or to Mr. Demlow about finding out what you missed.

Students are allowed no more than nine absences, excused or unexcused, per quarter. Students with six or more absences may be

required to meet with the Director, teacher(s), and a parent to discuss a plan to prevent potential loss of credit. If a student has ten absences, the student may lose credit for the class. Multiple opportunities will be offered and/or required for students who are failing class or have too many absences . **We will work with students who have extenuating circumstances.**

**Tardiness:**

Students up to 5 minutes late will be marked as tardy.

- Three tardies count as an absence.
- If late, students are expected to attend their class, do their class work and get credit for that work. They are not to come to school and wait for the next class to start.
- Being out of class more than 15 minutes or leaving class before dismissal will be entered as an absence.

**I look forward to seeing you in class every day. Missing even a few minutes of class can put you behind for the day!**

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### 3. Conduct –

**The following are designed to give everyone a common understanding of classroom expectations. Bottom line : use common sense and remember that we are all here to learn.**

#### 1. Be Prepared to Work

Have a pencil, paper, folder, calculator, etc. and be in your seat when class begins. Participate fully and appropriately in class (no sleeping!)

#### 2. Respect Yourself and Each Other

Treat others as you would like to be treated. No physical acts of violence, no verbal threats, no harassment and no inappropriate language.

#### 3. Take Care of Your Environment

Take care of the building, and take care of your mess.

#### 4. Take Responsibility for Your Work and Actions

You are responsible for the decisions you make.

5. Please leave all cell phones and other personal electronic devices **in your locker**, along with any bags, purses, backpacks, etc. If you forget Mr. Demlow will keep them for you until class is over. This is CCHS policy.

### Consequences

1. Verbal reminder
2. Talk to teacher after class
3. Final verbal warning
4. Removal from class
5. When class time is not used appropriately, make-up time may be required

### Grading

Your grade for each quarter will be determined based on the total number of points - Test, quizzes, daily assignments, warm-ups/exit tickets and projects will make up the grade for this class.

### Grade Scale

90 – 100% A

80 – 89% B

70 – 79% C

60 – 69% D

A minimum of 60% is needed to pass for the quarter, as well as at least 60% on all unit tests.

If it is necessary to retake a test, you will be given a maximum of 2 weeks after the first test to retake the test.

### Testing Out Policy

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In order to test out, a minimum of 77% is needed on all unit tests for that quarter. Tests may be scheduled with Mr. Demlow outside of class time. Please remember that when testing out, any review is your responsibility and that notes are not allowed during the test.

### Late Assignments

If you are absent, you are responsible to make up your work. You will be given a maximum of 2 weeks to make up missing assignments, tests and quizzes and still earn credit. Missed tests and quizzes need to be made up outside of regular class time.

### Plagiarism

You are here to increase your ability and understanding of the material covered, and to demonstrate that in the work that you turn in to me. Copying another student's work is not permitted. In the event that this happens, **both students will receive a zero** for the assignment.

My goal is that you will find this class fun, challenging and relevant to your life outside of school. In order to get the most out of this class, it is expected that you will be here every day and participate fully in what we are doing in class.

## Geometry Class Syllabus **Mr. Demlow**

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Welcome to my class! I am looking forward to working with you on a successful semester.

**Purpose :** The purpose of this class is to give you the opportunity to learn necessary skills to 1. Recognize and use the key terms of geometry, 2. Reason and problem-solve using geometry, 3. Make decisions based on mathematic reasoning and 4. master the basic skills needed in geometry.

**1. Question :** What are we going to learn in class?

Unit 1 : Introduction to Geometry

Unit 2 : Introduction to Proofs

Unit 3 : Parallel and Perpendicular

Lines

Unit 4 : Congruent Triangles

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- Unit 5 : Similarity
  - Unit 6 : Right Triangles and Trigonometry
  - Unit 7 : Transformations
  - Unit 8 : Area and Volume

## 2. Attendance- I'm glad you're here!

**In order for you to be successful, it is expected that I see your smiling face in class everyday and on time. ---**

-Missing class time means you are missing important material, discussion, activity or work time. If you miss time, you are responsible for the work. When the time is appropriate, please talk to a student in your group or to Mr. Demlow about finding out what you missed.

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required to meet with the Director, teacher(s), and a parent to discuss a plan to prevent potential loss of credit. If a student has 10 absences, the student may lose credit for the class. Multiple opportunities will be offered and/or required for students who are failing class or have too many absences. **I will gladly work with students who have extenuating circumstances.**

### **Tardiness:**

Students up to 5 minutes late will be marked as tardy.

- Three tardies count as an absence.
- If late, students are expected to attend their class, do their class work and get credit for that work. They are not to come to school and wait for the next class to start.
- Being out of class more than 15 minutes or leaving class before dismissal will be entered as an absence.

**I look forward to seeing you in class every day. Missing even a few minutes of class can put you behind for the day!**

## 3. Conduct – Use common sense!

**The following are designed to give everyone a common understanding of classroom expectations. Bottom line : use common sense and remember that we are all here to learn.**

### 1. Be Prepared to Work

Have a pencil, paper, folder, calculator, etc. and be in your seat when class begins. Participate fully and appropriately in class (no sleeping!)

### 2. Respect Yourself and Each Other

Treat others as you would like to be treated. No physical acts of violence, no verbal threats, no harassment and no inappropriate language.

### 3. Take Care of Your Environment

Take care of the building, and take care of your mess.

### 4. Take Responsibility for Your Work and Actions

You are responsible for the decisions you make.

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## Consequences

6. Verbal reminder
7. Talk to teacher after class
8. Final verbal warning
9. Removal from class
10. When class time is not used appropriately, make-up time may be required

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Your grade for each quarter will be determined based on the total number of points - Test, quizzes, daily assignments, warm-ups/exit tickets and projects will make up the grade for this class.

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## Late Assignments

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## Plagiarism

You are here to increase your ability and understanding of the material covered, and to demonstrate that in the work that you turn in to me. Copying another student's work is not permitted. In the event that this happens, **both students will receive a zero** for the assignment.

My goal is that you will find this class fun, challenging and relevant to your life outside of school. I am excited to be here and have you here also! Remember, in order for you to be successful, it is expected that you will be here every day and participate fully in class activities.

## 02062 Geometry/Int Math 2

Geometry emphasizes an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Geometry	Pacing Guide (days)	Standards
Unit 1 : Introduction to Geometry	10	G.CO.1
Unit 2 : Introduction to Proofs	10	G.CO.9
Unit 3 : Parallel and Perpendicular Lines	15	G.CO.9,G.CO.10,G.GPE.5
Unit 4 : Congruent Triangles	13	G.CO.7, G.CO.8
Unit 5 : Similarity	11	G.SRT.2,G.SRT.3,R.SRT.4,G.SRT.5,G.MG.3
Unit 6 : Right Triangles and Trigonometry	10	G.SRT.6, G.SRT.8
Unit 7 : Transformations	10	G.CO.2,G.CO.3,G.CO.4,G.CO.5
Unit 8 : Area and Volume	11	G.GMD.3,G.MG.1,G.MG.2

## 02154 Business Math

Business Math course reinforce general math skills, emphasize speed and accuracy in computations, and use these skills in a variety of business applications. Business Math courses reinforce general math topics (e.g., arithmetic, measurement, statistics, ratio and proportion, exponents, formulas, and simple equations) by applying these skills to business problems and situations; applications might include wages, hourly rates, payroll deductions, sales, receipts, accounts payable and receivable, financial reports, discounts, and interest.

Business Math	Pacing Guide (days)	NCTM Standards
Unit 1 : Gross Income	11	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 6.1, 6.2, 6.3, 8.1, 8.2, 8.4, 9.1, 9.2, 9.3
Unit 2 : Net Income	10	
Unit 3 : Recordkeeping	4	
Unit 4 : Checking Account	9	
Unit 5 : Savings Account	5	
Unit 6 : Cash Purchases	8	
Unit 7 : Charge Account and Credit Cards	5	
Unit 8 : Loans	8	
Unit 9 : Vehicle Transportation	9	
Unit 10 : Housing Costs	8	
Unit 11 : Insurance	6	
Unit 12 : Investment	7	

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## **CCHS WORLD HISTORY**

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### DESCRIPTION:

WORLD HISTORY, THIS CLASS COVERS THE GEO-POLITICAL AND CULTURAL MOVEMENT OF EUROPEAN CIVILIZATION BEGINNING WITH THE AGE OF EXPLORATION AND ENDING WITH CURRENT EVENTS OF TODAY.

### UNIT I

#### AGE OF EXPLORATION AND ABSOLUTISM

- EXPLORATION AND EXPANSION
- TRADE
- WARS OF RELIGION AND REVOLUTION
- EUROPEAN CULTURE

### UNIT II

#### IMPERIALISM

- INDUSTRIAL REVOLUTION
- NATIONAL UNIFICATION AND THE NATIONAL STATE
- ROMANTICISM AND REALISM
- COLONIAL RULE
- EMPIRE BUILDING

### UNIT III

#### WORLD AT WAR WW I WW II

- CAUSES OF WW I
- THE WAR
- RUSSIAN REVOLUTION
- OUTCOME OF THE WAR
- BETWEEN THE WARS RISE OF FASCISM
- CAUSES OF WW II
- THE WAR
- HOLOCAUST
- AFTERMATH OF THE WAR

### UNIT IV

#### COLD WAR

- EARLY STAGES OF THE COLD WAR
- COLD WAR CONFLICTS
- END OF COLD WAR
- START OF NEW COLD WAR

### UNIT V

#### CURRENT WORLD EVENTS

- EVENTS IN THE NEWS
- HOW DO THEY RELATE TO PREVIOUS HISTORICAL EVENTS
- HOW SHOULD THESE EVENTS BE HANDLED

#### STRANDS AND STANDARDS

#### STRANDS

1. HISTORICAL PERSPECTIVE
2. GEOGRAPHIC PERSPECTIVE
3. ECONOMIC PERSPECTIVE
4. INQUIRY
5. PUBLIC DISCOURSE AND DECISION MAKING

#### STANDARDS

- 1.1 TIME AND CHRONOLOGY
- 1.2 COMPREHENDING THE PAST
- 1.3 ANALYZING THE PAST
- 2.1 PEOPLE PLACES AND CULTURES
- 2.5 GLOBAL ISSUES AND EVENTS
- 4.1 ECONOMIC SYSTEMS
- 4.3 ROLE OF GOVERNMENT
- 4.5 TRADE
- 5.1 INFORMATION PROCESSING
- 5.2 CONDUCTING INVESTIGATION
- 6.1 IDENTIFYING AND ANALYZING ISSUES
- 6.2 GROUP DISCUSSION
- 6.3 PERSUASIVE WRITING

<u>UNIT</u>	<u>PACING GUIDE</u>	<u>STANDARDS</u>
<u>Unit 1 exploration/absolutism</u>	<u>4 WEEKS</u>	<u>1.1 1.2 1.3</u>
<u>Unit 2</u> IMPERIALISM	<u>3 WEEKS</u>	<u>1.1 1.2 1.3</u>
<u>UNIT 3</u> W.W. I AND W.W.II	<u>4 WEEKS</u>	<u>1.1 1.2 1.3</u>
<u>UNIT 4</u> COLD WAR	<u>3 WEEKS</u>	<u>1.1 1.2 1.3</u>
<u>UNIT 5</u> WORLD EVENTS	<u>4 WEEKS</u>	<u>1.1 1.2 2.5 4.3 5.2</u>

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## **CCHS U.S. HISTORY**

### **DESCRIPTION:**

U.S. History: the class covers Americas growing role in world affairs, political, and militarily. We also look at how domestic policies shape and influence today's policies. Because history continues to grow each day we start the course in the late 1800's and move forward to our more current events, we try to make comparisons from past to present.

### **MAJOR CONCEPTS:**

Students will

- \* examine historical events
- \* analyze domestic and foreign policies of given time periods
- \* understand the causes of American involvement in conflicts abroad
- \* understand how historical events impact decision's today

### **UNIT I**

American Imperialism

- \* Spanish American War
- \* Latin America
- \* WW I & II
- \* Cold War (Korea Vietnam)
- \* Current events

### **UNIT II**

Progressivism

- Political origins
- Areas of reform
- Impact

### **UNIT III**

Depression and New Deal

- Causes of the great depression
- Dust Bowl
- Recovery FDR New Deal

### **UNIT IV**

World War's

- Causes of wars
- U.S. entry
- Outcome of wars

### **UNIT V**

Cold War to present

- Causes of the cold war
- Hot spots of the cold war
- Outcome of the war
- Current trends leading to another cold war?

### **STRANDS AND STANDARDS**

1. HISTORICAL PERSPECTIVE
2. GEOGRAPHIC PERSPECTIVE
3. INQUIRY
4. PUBLIC DISCOURSE AND DECISION MAKING
  - 1.1 TIME AND CHRONOLOGY
  - 1.2 COMPRENDING THE PAST
  - 1.3 ANALYZING AND INTERPRETING THE PAST

- 2.1 PEOPLE PLACES AND CULTURES
- 2.5 GLOBAL ISSUES AND EVENTS
- 5.1 INFORMATION PROCESSING
- 5.2 CONDUCTING INVESTGATIONS
- 6.1 IDENTIFYING AND ANALYZING ISSUES
- 6.2 GROUP DISCUSSIONS
- 6.3 PERSUASIVE WRITING

UNIT	PACING GUIDE	STANDARDS
UNIT 1 AMERICAN IMPERIALISM	4 WEEKS	1.1 1.2
UNIT 2 PROGRESSIVISM	2 WEEKS	1.1 1.2 5.1 5.2
UNIT 3 DEPRESSION AND NEW DEAL	4 WEEKS	1.1 1.2 5.1 5.2 6.3
UNIT 4 WW.I ANDWW.II	4 WEKS	1.1 1.2 5.1 5.2
UNIT 5 COLD WAR	4 WEEKS	1.1 1.2

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## Chemistry A

**Course Overview:** This course is a 9 week block course designed to help students understand the basic principles of chemistry, and apply them to the everyday world. A student who takes this course will be better prepared to train for a health or technical career. Eight units of study will teach the essential content standards of the Michigan Merit Curriculum for Chemistry. The units taught are: Science Processes, Measurement, Classification of Matter, Solids, Liquids and Gases, Atomic Structure, Electron Structure, Periodic Table and Chemical Compounds. We will use the chemistry portion of textbook Physical Science published by Prentice-Hall, as our main text, but we will also use other books and internet sites and videos as resources. There will be a variety of assignments including text book assignments, lectures, class discussions, on-line practice, computer simulations, PowerPoint and poster projects, and inquiry learning. There will be a unit assessment given approximately every week. **Students must receive an average passing grade of at least 60% on all unit assessments and projects in order to earn credit for the class. Students may test out of the class if they can earn a 75% on all unit assessments and projects.**

**Pacing:** 8, 1 week units + 2, 3 day, projects

### Big Ideas and Standards:

#### Unit 1: Scientific Processes

***Big Ideas:** Science is a way of understanding nature. Scientific research may begin by generating new scientific questions that can be answered through replicable scientific investigations that are logically developed and conducted systematically. Scientific conclusions and explanations result from careful analysis of empirical evidence and the use of logical reasoning. Some questions in science are addressed through indirect rather than direct observation, evaluating the consistency of new evidence with results predicted by models of natural processes. Results from investigations are communicated in reports that are scrutinized through a peer review process. Openness to new ideas, skepticism, and honesty are attributes required for good scientific practice. Science both aids in the development of technology and provides tools for assessing the costs, risks, and benefits of technological systems. Scientific conclusions and arguments play a role in personal choice and public policy decisions. New technology and scientific discoveries have had a major influence in shaping human history.*

#### **Standards:**

**C1.1A** Generate new questions that can be investigated in the laboratory or field.

**C1.1D** Identify patterns in data and relate them to theoretical models.

**C1.1E** Describe a reason for a given conclusion using evidence from an investigation.

**C1.1f** Predict what would happen if the variables, methods, or timing of an investigation were changed.

**C1.1g** Based on empirical evidence, explain and critique the reasoning used to draw a scientific conclusion or explanation.

**C1.1i** Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.

**C1.2h** Describe the distinctions between scientific theories, laws, hypotheses, and observations.

#### Unit 2: Measurement

***Big Ideas:** An international system of measurements is used to communicate scientific findings is based on the metric system of units and prefixes. Measurements made with certain units are converted to other units by using standard unit conversions. The accuracy and precision of measurements are very important and depend upon the quality of the instrument or tool and the quality of the process. Scientific notation and significant figures are techniques used to communicate the meaning of numeric measurements.*

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**Standards:**

**C1.1C** Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.

**C1.1B** Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).

## **Project 1: Designing and Conducting a Scientific Investigation**

**Big Idea:** *Scientific conclusions and explanations result from careful analysis of empirical evidence and the use of logical reasoning.*

**Standards:**

**C1.1A** Generate new questions that can be investigated in the laboratory or field.

**C1.1C** Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).

**C1.1E** Describe a reason for a given conclusion using evidence from an investigation.

**C1.1f** Predict what would happen if the variables, methods, or timing of an investigation were changed.

**C1.1g** Based on empirical evidence, explain and critique the reasoning used to draw a scientific conclusion or explanation.

**C1.1h** Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.

## **Unit 3: Classification and Properties of Substances**

**Big Idea:** *Compounds, elements, and mixtures are categories used to organize matter. Students organize materials into these categories based on their chemical and physical behavior. Differences in the physical and chemical properties of substances are explained by the arrangement of the atoms, ions, or molecules of the substances and by the strength of the forces of attraction between the atoms, ions, or molecules.*

**Standards:**

**C2.2B** Describe the various states of matter in terms of the motion and arrangement of the molecules (atoms) making up the substance.

**C5.2B** Distinguish between chemical and physical changes in terms of the properties of the reactants and products.

**C5.2C** Draw pictures to distinguish the relationships between atoms in physical changes in terms of the properties of the reactants and products.

## **Unit 4: Changes of State/Gas Laws**

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**Big Idea:** *Properties of solids, liquids, and gases are explained by a model of matter that particles in motion. Chemistry students relate temperature to the average kinetic energy of the molecules and use the kinetic molecular theory to describe and explain the behavior of gases. Molecules that compose matter are in constant motion (translational, rotational, vibrational). Energy may be transferred from one object to another during collisions between molecules.*

**Standards:**

**P4.p1A** For a substance that can exist in all three phases, describe the relative motion of the particles in each of the phases.

**P4.p1B** For a substance that can exist in all three phases, make a drawing that shows the arrangement and relative spacing of the particles in each of the phases.

**P2.p1A** Describe energy changes associated with changes of state in terms of the arrangement and order of the atoms (molecules) in each state.

**P2.p1B** Use the positions and arrangements of atoms and molecules in solid, liquid, and gas state to explain the need for an input of energy for melting and boiling and a release of energy in condensation and freezing.  
(prerequisite)

**C3.3A** Describe how heat is conducted in a solid.

**C3.3B** Describe melting on a molecular level

**C2.2A** Describe conduction in terms of molecules bumping into each other to transfer energy. Explain why there is better conduction in solids and liquids than gases.

**C2.2c** Explain changes in pressure, volume, and temperature for gases using the kinetic molecular model.

**C2.2d** Explain convection and the difference in transfer of thermal energy for solids, liquids, and gases using evidence that molecules are in constant motion.

**C2.2e** Compare the entropy of solids, liquids, and gases.

**C2.2f** Compare the average kinetic energy of the molecules in a metal object and a wood object at room temperature.

**C5.4d** Explain why freezing is an exothermic change of state

## **Unit 5: Atomic Structure**

**Big Ideas:** *Students understand the structure of the atom to make predictions about the physical and chemical properties of various elements and the types of compounds those elements will form.*

**Standards:**

**C4.10A** List the number of protons, neutrons, and electrons for any given ion or isotope.

**C4.10B** Recognize that an element always contains the same number of protons.

**C4.10e** Write the symbol for an isotope,  ${}^A_ZX$ , where Z is the atomic number, A is the mass number, and X is the symbol for the element.

**C4.10x** The atomic mass listed on the periodic table is an average mass for all the different isotopes that exist, taking into account the percent and mass of each different isotope.

**C4.8A** Identify the location, relative mass, and charge for electrons, protons, and neutrons.

**C4.8B** Describe the atom as mostly empty space with an extremely small, dense nucleus consisting of the protons and neutrons and an electron cloud surrounding the nucleus.

**C4.8C** Recognize that protons repel each other and that a strong force needs to be present to keep the nucleus intact.

**C4.8D** Give the number of electrons and protons present if the fluoride ion has a -1 charge.

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## Unit 6 Electrons in Atoms

**Big Ideas:** For each element, the arrangement of electrons surrounding the nucleus is unique. When the electron returns from an excited (high energy state) to a lower energy state, energy is emitted in only certain wavelengths of light, producing an emission spectra

### Standards:

**C2.4a** Describe energy changes in flame tests of common elements in terms of the (characteristic) electron transitions.

**C2.4b** Contrast the mechanism of energy changes and the appearance of absorption and emission spectra.

**C2.4c** Explain why an atom can absorb only certain wavelengths of light.

**C2.4d** Compare various wavelengths of light (visible and nonvisible) in terms of frequency and relative energy.

**C4.8e** Write the complete electron configuration of elements in the first four rows of the periodic table.

**C4.8f** Write kernel structures for main group elements.

**C4.8g** Predict oxidation states and bonding capacity for main group elements using their electron structure.

**C4.8h** Describe the shape and orientation of s and p orbitals.

**C4.8i** Describe the fact that the electron location cannot be exactly determined at any given time.

## Unit 7: Periodic Table

**Big Idea:** An understanding of the organization the Periodic Table in terms of the outer electron configuration is one of the most important tools for the chemist and student to use in prediction and explanation of the structure and behavior of atoms

### Standards:

**C4.9A:** Identify elements with similar chemical and physical properties using the periodic table.

**C4.9b:** Identify metals, non-metals, and metalloids using the periodic table.

**C4.9c:** Predict general trends in atomic radius, first ionization energy, and electronegativity of the elements using the periodic table.

**C4.10d:** Predict which isotope will have the greatest abundance given the possible isotopes for an element and the average atomic mass in the periodic table.

## Unit 8: Chemical Bonding

**Big Idea:** Chemical bonds form either by the attraction of a positive nucleus and negative electrons or the attraction between a positive ion and a negative ion. The strength of chemical bonds can be measured by the changes in energy that occur during a chemical reaction. All molecular and ionic compounds have unique names that are determined systematically. Chemical compounds always have the same formula and the same composition. The formal charge on ions determines the ratio of the ions in an ionic compound, just as the apparent charge on atoms determines the ratio of the atoms in a covalent compound.

### Standards:

**C4.2A** Name simple binary compounds using their formulae.

**C4.2B** Given the name, write the formula of simple binary compounds.

**C4.2c** Given a formula, name the compound.

**C4.2d** Given the name, write the formula of ionic and molecular compounds.

**C5.5c** Draw Lewis structures for simple compounds.

**C4.4b** Identify if a molecule is polar or nonpolar given a structural formula for the compound

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## Project 2: Element Project

**Big Idea:** Students will produce a PowerPoint, poster or other visual project that discusses an element of the Periodic Table. It will show how the periodic table organizes the known elements into periods and families with similar properties, and display the characteristics of a certain element. It will discuss the type of chemical bonding that occurs with their element and how that determines some characteristic properties and common uses of the materials in which their element is found.

### **Standards:**

**C4.9A:** Identify elements with similar chemical and physical properties using the periodic table.

**C4.9b:** Identify metals, non-metals, and metalloids using the periodic table.

**C4.9c:** Predict general trends in atomic radius, first ionization energy, and electronegativity of the elements using the periodic table.

## Chemistry B

**Course Overview:** This course is a one semester course designed to help students understand the basic principles of chemistry, and apply them to the everyday world. A student who takes this course will be better prepared to train for a health or technical career. Eight units of study will teach the essential content standards of the Michigan Merit Curriculum for Chemistry. The units taught are: Bonding and Properties, Moles, Chemical Reactions, Solutions, Acids/Bases, Thermochemistry and Equilibrium, Carbon Chemistry, and Nuclear Chemistry. We will use the chemistry portion of textbook Physical Science published by Prentice-Hall, as our main text, but we will also use other books and internet sites and videos as resources. There will be a variety of assignments including text book assignments, lectures, class discussions, on-line practice, computer simulations, PowerPoint and poster projects, and inquiry learning. There will a unit assessment given approximately every week. **Students must receive an average passing grade of at least 60% on all unit assessments and projects in order to earn credit for the class. Students may test out of the class if they can earn a 75% on all unit assessments and projects.**

**Pacing:** 8, 1 week units + 2, 3 day, projects

### **Big Ideas and Standards:**

#### **Unit 1: Bonding and Properties**

**Big Ideas:** Many physical properties of substances can be determined by knowing the type of bond structure that exists within the substance. Forces that exist between atoms can be classified into specific categories.

### **Standards:**

**C2.1a** Explain the changes in potential energy (due to electrostatic interactions) as a chemical bond forms and use this to explain why bond breaking always requires energy.

**C2.1b** Describe energy changes associated with chemical reactions in terms of bonds broken and formed (including intermolecular forces).

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**C2.1c** Compare qualitatively the energy changes associated with melting various types of solids in terms of the types of forces between the particles in the solid.

**C3.2b** Describe the relative strength of single, double, and triple covalent bonds between nitrogen atoms

**C3.3c** Explain why it is necessary for a molecule to absorb energy in order to break a chemical bond.

**C4.4a** Explain why at room temperature different compounds can exist in different phases.

**C4.3c** Compare the relative strengths of forces between molecules based on the melting point and boiling point of the substances.

**C4.3d** Compare the strength of the forces of attraction between molecules of different elements. (For example, at room temperature, chlorine is a gas and iodine is a solid.)

**C4.3e** Predict whether the forces of attraction in a solid are primarily metallic, covalent, network covalent, or ionic based upon the elements' location on the periodic table.

**C4.3f** Identify the elements necessary for hydrogen bonding (N, O, F).

**C4.3g** Given the structural formula of a compound, indicate all the intermolecular forces present (dispersion, dipolar, hydrogen bonding).

**C4.3h** Explain properties of various solids such as malleability, conductivity, and melting point in terms of the solid's structure and bonding.

**C4.3i** Explain why ionic solids have higher melting points than covalent solids. (For example, NaF has a melting point of 995°C while water has a melting point of 0° C.)

**C5.4c** Explain why both the melting point and boiling points for water are significantly higher than other small molecules of comparable mass (e.g., ammonia and methane).

**C5.4e** Compare the melting point of covalent compounds based on the strength of IMFs (intermolecular forces).

## **Unit 2: Moles**

**Big Idea:** *The mole is the standard unit for counting atomic and molecular particles in terms of common mass units.*

### **Standards:**

**C4.6a** Calculate the number of moles of any compound or element given the mass of the substance.

**C4.6b** Calculate the number of particles of any compound or element given the mass of the substance.

**C4.1a** Calculate the percent by weight of each element in a compound based on the compound formula.

**C4.1b** Calculate the empirical formula of a compound based on the percent by weight of each element in the compound.

**C4.1c** Use the empirical formula and molecular weight of a compound to determine the molecular formula.

## **Unit 3: Chemical Equations and Stoichiometry**

**Big Idea:** *Balanced chemical equations always exhibit conservation of mass and conservation of heat. The same number of all gaseous molecules will occupy the same volume under the same conditions. Chemical reactions carried out in the same fashion will always produce the same products. All chemical reactions involve rearrangement of the atoms, which means breaking bonds in reactants and forming new bonds in the products*

### **Standards:**

**C5.2A** Balance simple chemical equations applying the conservation of matter.

**C5.2d** Calculate the mass of a particular compound formed from the masses of starting materials.

**C5.2e** Identify the limiting reagent when given the masses of more than one reactant.

**C5.2f** Predict volumes of product gases using initial volumes of gases at the same temperature and pressure.

**C5.6b** Predict single replacement reactions.

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## Unit 4: Chemical Equilibrium and Reaction Rates

**Big Idea:** For molecules to react, they must collide with enough energy (activation energy) to break old chemical bonds before their atoms can be rearranged to form new substances. Chemical interactions either release energy to the environment (exothermic) or absorb energy from the environment (endothermic). The enthalpy change for a chemical reaction will depend on the relative strengths of the bonds in the reactants and products. There are two natural driving forces: (1) toward minimum energy (enthalpy) and (2) toward maximum disorder (entropy).

**C3.4A** Use the terms endothermic and exothermic correctly to describe chemical reactions in the laboratory.

**C3.4B** Explain why chemical reactions will either release or absorb energy.

**C3.4c** Write chemical equations including the heat term as a part of equation or using  $\Delta H$  notation.

**C3.4d** Draw enthalpy diagrams for reactants and products in endothermic and exothermic reactions.

**C3.2a** Describe the energy changes in photosynthesis and in the combustion of sugar in terms of bond breaking and bond making.

**C2.3a** Explain how the rate of a given chemical reaction is dependent on the temperature and the activation energy.

**C2.3b** Draw and analyze a diagram to show the activation energy for an exothermic reaction that is very slow at room temperature.

**C3.1b** Draw enthalpy diagrams for exothermic and endothermic reactions.

**C3.1c** Calculate the  $\Delta H$  for a chemical reaction using simple coffee cup calorimetry.

**C5.3a** Describe equilibrium shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).

**C5.3b** Predict shifts in a chemical system caused by changing conditions (Le Chatelier's Principle).

### Project 1: Career in Chemistry

**Big Idea:** Students will do a small research project on Careers that utilize Chemistry for example: Forensics, Nursing, Plastics Engineering, Materials Science

**Standards:**

**C1.2E** Evaluate the future career and occupational prospects of science fields.

## Unit 5: Solutions

**Big Idea:** The physical properties of a solution are determined by the concentration of solute.

**Standards:**

**C3.4g:** Explain why gases are less soluble in warm water than cold water.

**C4.7a:** Investigate the difference in the boiling point or freezing point of pure water and a salt solution.

## Unit 5: Acids/Bases

**Big Idea:** Acids and bases are important classes of chemicals that are recognized by easily observed properties in the laboratory. Acids and bases will neutralize each other. Acid formulas usually begin with hydrogen, and base formulas are a metal with a hydroxide ion. As the pH decreases, a solution becomes more acidic. A difference of one pH unit is a factor of 10 in hydrogen ion concentration.

**Standards:**

**C5.7A** Recognize formulas for common inorganic acids, carboxylic acids, and bases formed from families I and II.

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**C5.7B** Predict products of an acid-based neutralization.

**C5.7C** Describe tests that can be used to distinguish an acid from a base.

**C5.7D** Classify various solutions as acidic or basic, given their pH.

**C5.7E** Explain why lakes with limestone or calcium carbonate experience less adverse effects from acid rain than lakes with granite beds.

**C5.7f** Write balanced chemical equations for reactions between acids and bases and perform calculations with balanced equations.

**C5.7g** Calculate the pH from the hydronium ion or hydroxide ion concentration.

**C5.7h** Explain why sulfur oxides and nitrogen oxides contribute to acid rain.

## Unit 7: Nuclear Reactions

**Big Idea:** Nuclear stability is related to a decrease in potential energy when the nucleus forms from protons and neutrons. If the neutron/proton ratio is unstable, the element will undergo radioactive decay. The rate of decay is characteristic of each isotope; the time for half the parent nuclei to decay is called the half-life. Comparison of the parent/daughter nuclei can be used to determine the age of a sample. Heavier elements are formed from the fusion of lighter elements in the stars. Students understand the tremendous energy released in nuclear reactions is a result of small amounts of matter being converted to energy. Nuclear reactions involve energy changes many times the magnitude of chemical changes. In chemical reactions matter is conserved, but in nuclear reactions a small loss in mass (mass defect) will account for the tremendous release of energy. The energy released in nuclear reactions can be calculated from the mass defect using  $E = mc^2$ .

### Standards:

**C2.5a** Determine the age of materials using the ratio of stable and unstable isotopes of a particular type.

**C2.r5b** Illustrate how elements can change in nuclear reactions using balanced equations.

**C2.r5c** Describe the potential energy changes as two protons approach each other.

**C2.r5d** Describe how and where all the elements on earth were formed.

**C3.5a** Explain why matter is not conserved in nuclear reactions.

## Unit 8: Carbon Chemistry

**Big Idea:** The chemistry of carbon is important. Carbon atoms can bond to one another in chains, rings, and branching networks to form a variety of structures, including synthetic polymers, oils, and the large molecules essential to life.

### Standards:

**C4.2e** Given the formula for a simple hydrocarbon, draw and name the isomers.

**C5.8A** Draw structural formulas for up to ten carbon chains of simple hydrocarbons.

**C5.8B** Draw isomers for simple hydrocarbons.

Recognize that proteins, starches, and other large biological molecules are polymers

## Project 2: Persuasive Paper on Scientific/Societal Issue

**Big Idea:** The chemical industry has an impact on society and the environment.

### Standards:

**C1.2B** Identify and critique arguments about personal or societal issues based on scientific evidence.

**C1.2C** Develop an understanding of a scientific concept by accessing information from multiple sources.

Evaluate the scientific accuracy and significance of the information.

**C1.2D** Evaluate scientific explanations in a peer review process or discussion format.

**C1.2f** Critique solutions to problems, given criteria and scientific constraints.

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**C1.2g** Identify scientific tradeoffs in design decisions and choose among alternative solutions.

**C1.2j** Apply science principles or scientific data to anticipate effects of technological design decisions.

**C1.2k** Analyze how science and society interact from a historical, political, economic, or social perspective.

## **Career Preparation**

### **Course Overview**

This 9 week, block course introduces students to the working world and provides the knowledge and insight necessary to compete in today's challenging job market. It helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. Unit topics include: Self-assessments, career research, professional writing, interviews, résumés, soft skills, money management, and entrepreneurial skills. Learning strategies include: video lecture, internet research, document writing, group discussions and role play, field trips, guest speakers, and group projects. Students must earn an average of 60% on all projects and assessments in order to earn credit for the class.

**Pacing Guide: 9, 1 week units**

### **Units and Objectives**

#### **Unit 1: The World of Work**

##### **Objectives:**

Differentiate between a job, a career, and an occupation.

Examine the relationship between work and lifestyle.

List reasons why people work.

Identify sources of job dissatisfaction and list techniques for improving job satisfaction.

Examine workplace stereotypes and gender stereotypes.

Compare and contrast workplaces types.

Define economy and describe how individuals and businesses impact the economy.

Evaluate the business cycle and determine its impact on employment.

List trends found in the modern workplace.

Identify factors that influence the labor market.

Explain why workers may change jobs.

#### **Unit 2: Self-Assessment**

##### **Objectives:**

Determine how career plans are affected by skills, interests, and preferred lifestyle.

Analyze how self-concept can affect job performance.

Define personality and identify the purpose of taking personality tests.

Explore learning styles and their relationship to career selection.

Evaluate ways in which personal and work values can guide career choice.

Assess personal interests.

Identify aptitudes and abilities and determine how to develop new abilities.

#### **Unit 3: Career Exploration**

##### **Objectives:**

Differentiate between formal and informal research methods.

Identify sources for obtaining career information.

List work related experiences that can help explore careers.

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- List factors to consider when choosing a career.
  - Discover personal career expectations and explore international job outlook.
  - Identify the relationship between education and wage.
  - Evaluate possible career opportunities.
  - Identify the purpose of a career plan and set career goals.
  - Explore education and experience requirements needed to meet career goals.
- Recognize the need to stay flexible in career planning.
- Identify education as an investment in the future.

#### **Unit 4: Networking, Job Searching, Applications, and Interviews**

##### **Objectives:**

- Identify sources for job leads and explain the importance of networking in a job search.
- Describe strategies that effectively use a career network.
- Identify and use printed, human, Internet, and organizational sources for job information.
- Utilize tools to effectively organize and conduct your job search.
- Explain how to display proper preparation when applying for jobs.
- List components of a job application and explain how to complete an application properly.
- Identify people who will give helpful references and explain how to manage references effectively
- List strategies to use for obtaining an interview.
- Describe interview styles and identify ways to be successful in each type.
- Identify employment testing procedures.
- List techniques for researching prospective employers.
- Classify types of interview questions and develop appropriate responses.
- Describe how to properly conduct a practice interview.
- Summarize the importance of attitude during an interview and select appropriate interview attire.
- Identify verbal and nonverbal communication behaviors that will enhance interview performance.
- Describe how to communicate work qualifications effectively and conclude an interview.

#### **Unit 5: Resumes**

##### **Objectives:**

- Identify the purpose of writing a résumé.
- Differentiate between print, scannable, electronic, and Web résumés.
- Identify essential elements of an effective résumé.
- Recognize qualifications and experiences that support a job objective.
- Differentiate between chronological, skills, and combination résumés.
- Identify appropriate keywords to be used in a résumé.
- Tailor a résumé to fit a specific job opening.
- Design a résumé with an appealing format.
- Recognize how the Internet is used to distribute résumés.
- Write a résumé which can be used to apply for a job.

#### **Unit 6: Professional Writing**

##### **Objectives:**

- Identify the purpose of writing a cover letter and thank you letter.
  - List the parts of an effective cover and thank you letter.
  - Describe qualifications and accomplishments in an effective cover letter format.
- Describe how to appropriately format an electronic cover letter and thank you letter.

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Write a cover letter and thank you letter which can be sent to a potential employer.  
Describe how to follow up after a job interview .  
Summarize the best methods for accepting and rejecting employment offers and handling rejection.

### **Unit 7: Soft Skills**

#### **Objectives:**

Identify the skills and personal qualities employers look for in employees.  
Describe ways to demonstrate desirable personal qualities on the job.  
Develop effective strategies to handle criticism, pressure, and gossip in the workplace.  
Explain the relationship between good health and career success.  
Identify the causes of stress and ways to manage stress.  
Summarize the rules of workplace etiquette.  
Describe effective ways to work with a diverse group of people.  
Identify the benefits of teamwork for team members and businesses, and describe how to be a good team member.  
List common sources of conflict in the workplace and describe how conflict can negatively affect the work environment.  
Describe the process of conflict resolution.  
Describe good communication skills and explain their importance in the workplace.  
Explain why a positive attitude, high self-esteem, and enthusiasm contribute to career success.  
Develop the ability to think positively, overcome doubt, and deal with mistakes.  
Describe how to assert yourself on the job.  
Describe steps to self-improvement.

### **Unit 8: Money and Time Management**

#### **Objectives:**

Identify typical forms of payment.  
Recognize the importance of making a budget and saving money for the future.  
Recognize the risks and benefits of credit.  
Describe common employee benefits.  
Explain the role of employee performance reviews.  
Explain how to prioritize your work.  
Create a schedule that will help you accomplish tasks on time.  
Identify strategies for managing your time effectively.  
Describe strategies for organizing your work and your work area.  
Describe how to develop and maintain a system for organizing information.  
Identify how technology can improve organization skills.

### **Unit 9: Entrepreneurship**

#### **Objectives:**

Define entrepreneur and identify key traits of successful entrepreneurs.  
Identify ways that people create new products and services.  
List the four ways to become a business owner.  
Identify forms of business ownership and factors that can affect business success.  
Create a mini-entrepreneurial project.

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## English 10 Syllabus and Classroom Expectations

### 01002 English 10

English 10 class explores selected classical prose and poetry in depth. Works are examined by theme, and time is spent learning to discuss a theme, giving examples from the literature read. Formal vocabulary study continues all year. Writing occurs throughout, including character analysis, but takes many different forms: expository, creative and reflective.

This course is designed to help students acquire the tools needed to critically respond and take stances on beliefs, views of the world, and make an impact on problems in our society. Students will learn to thoroughly express their stance or response to life issues by writing and speaking in a clear and concise way. They will acquire Skills to understand deeper or implied meaning while reading, listening, and viewing texts to determine and understand how literature can be a reflection of culture. Attention will be given to both the students and the author's effective usage of the English language for publication or to express one's own personal thoughts.

The primary texts for the four units of this class are Freak The Mighty, Rooftop, Heroes, Short Stories, and various classical texts.

The units will cover the following:

#### **Common Core Standards:**

##### Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

##### Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

##### Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

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## Pacing Guide and Standards Addressed

Unit	Pacing Guide	Standards Covered
Unit 1 - Introduction & Freak the Mighty	5 weeks	RL9-10.1, RL9-10.6, RI9-10.1, RI9-10.2, W9-10.1, W9-10.2, W9-10.4, SL9-10.1, L9-10.1
Unit 2 - Rooftop	4 weeks	RL9-10.2, RL9-10.7, RI.9-10.3, RI9-10.4, W9-10.1F, W9-10.10A, W9-10.5, SL9-10.1C, L9-10.2
Unit 3 - Hero	5 weeks	RL9-10.3, RL9-10.9, RL9-10., RI9-10.8, W9-10.2F, W9-10.6, SI9-10.4, L9-10.5
Unit 4 - Short Stories	4 weeks	RL9-10.4, RL9-10.5, RL9-10.10, RI9-10.10, W9-10.3A, W9-10.3E, W9-10.7, W9-10.8, W9-10.10, SL9-10.5, L9-10.6

### English 11 Syllabus and Classroom Expectations

#### **01003 English 11**

We will read novels throughout the term and throughout the year, a handful of poets are studied, along with short stories and excerpts from longer works. Writing assignments and vocabulary are related to the works being studied.

In this class students will explore novel themes from the critical thinking perspective. Students will develop their writing to persuade the reader on their thinking around various real life topics and connections to the texts. Students will also explore how literature can be used to transform one's own thinking. Students will journal and respond to different perspectives. Students will look at what impact culture plays in developing one's own thinking. Within this experience students will construct a persuasive speech/presentation, a research paper, and a literary analysis essay. A specific focus will be spent on developing the students punctuation, understanding of various phrases used in writing, and common spelling errors.

The primary texts for the four units of this class are Hunger Games, Hip Hop High School, Flowers for Algernon, assorted short stories, and world texts.

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The units will cover the following:

**Common Core Standards:**

Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Pacing Guide and Standards Addressed**

Unit	Pacing Guide	Standards Covered
Unit 1 - Introduction & Hunger Games	5 weeks	RL11-12.1, RL11-12.6, RI11-12.1, RI11-12.2, W11-12.1, W11-12.2, W11-12.4, SL11-12.1, L11-12.1
Unit 2 - Hip Hop High School	4 weeks	RL11-12.2, RL11-12.7, RI.11-12.3, RI11-12.4, W11-12.1F, W11-12.10A, W11-12.5, SL11-12.1C, L9-10.2
Unit 3 - Flowers for Algernon	5 weeks	RL11-12.3, RL11-12.9, RL11-12., RI11-12.8, W11-12.2F, W11-12.6, SI11-12.4, L11-12.5
Unit 4 - Short Stories	4 weeks	RL11-12.4, RL11-12.5, RL11-12.10, RI11-12.10, W11-12.3A, W11-12.3E, W11-12.7, W11-12.8, W11-12.10, SL11-12.5, L11-12.6

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# CCHS Government

Description: Government class covers the Foundations of American Democracy, including the Articles of Confederation, the United States Constitution, Bill of Rights and discusses the Core Democratic Values that our government is founded upon. The basics of Government are included, such as State and Local Government, and the three branches of Government.

This class also has a large current events component, and discusses civic responsibility, and comparative politics, along with historical foreign policy decisions.

## **Major unit concepts:**

*Students will:*

- Examine modern political systems.
- Analyze the U.S. constitution and its Amendments, and understand the relevance of Core Democratic Values.
- Understand the U.S. political process, including campaigns, elections, and the lawmaking process.
- Understand the structure and powers of the legislative, executive and judicial branches of the government.
- Analyze state and local government systems, and recognize their important role in the political process
- Value their civic responsibilities

## **Unit I – Origins of US Gov't, and the US Constitution**

1. Articles of Confederation
2. United States Constitution
3. Constitutional Government
4. Alternative Forms of Government

*Michigan Strands, Standards and Benchmarks in Unit I:*

C1 - CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE

1.1 Nature Of Civic Life, Politics, and Government

1.2 Alternative Forms of Government

C2 - ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA

2.1 Origins of American Constitutional Government

2.2 Foundational Values and Constitutional Principles of American Government

## **Unit II – Bill of Rights + Structure & Function of US Government**

1. The Bill of Rights
2. Enumerated Powers
3. Structure and Function of the US Government
4. State and Local Governments

*Michigan Strands, Standards and Benchmarks in Unit II:*

C3 - STRUCTURE AND FUNCTION OF GOVERNMENT IN THE UNITED STATES OF AMERICA

3.1 Structure, Functions, and Enumerated Powers of National Government

3.2 Powers and Limits on Powers

3.3 Structure and Functions of State and Local Governments

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- 3.4 System of Law and Laws
  - 3.5 Other Actors in the Policy Process

### **Unit III – US Citizenship and Social Issues**

- 1. Citizenship
- 2. Taxes
- 3. Poverty
- 4. Diversity

*Michigan Strands, Standards and Benchmarks in Unit III:*

#### **C5 - CITIZENSHIP IN THE UNITED STATES OF AMERICA**

- 5.1 The Meaning of Citizenship in the United States of America
- 5.2 Becoming a Citizen
- 5.3 Rights of Citizenship
- 5.4 Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship

#### **C6 - CITIZENSHIP IN ACTION**

- 6.1 Civic Inquiry and Public Discourse
- 6.2 Participating in Civic Life

### **Unit IV – Core Democratic Values**

- 1. Constitutional principles
- 2. Fundamental Values
- 3. Citizen Involvement

*Michigan Strands, Standards and Benchmarks in Unit IV:*

K1 General Social Science Knowledge - embedded in civics standards and expectations

P1 Reading and Communication - read and communicate effectively.

P2 Inquiry, Research, and Analysis - critically examine evidence, thoughtfully consider

P3 Public Discourse and Decision Making - engage in reasoned and informed decision making that should characterize each citizen's participation in American society.

P4 Citizen Involvement

### **Unit V – Foreign Policy – Comparative Politics**

- 1. Somalia – (“Ambush in Mogadishu”)
- 2. Rwanda – (“Triumph of Evil”)
- 3. Bosnia
- 4. Iraq

*Michigan Strands, Standards and Benchmarks in Unit VII:*

1.3 – Analyzing and Interpreting the Past; 1.4 – Judging decisions from the past; 2.1 – Diversity of People, Places and Cultures; 2.2 – Human/Environment interaction; 2.3 – Location, Movement and Connections; 2.4 – Regions, Patterns and Processes; Global Issues and Events; 3.2 – Ideals of American Democracy; 3.5 – American Government and World Affairs; 4.3 – Role of Government (Economic Perspective); 4.4 – Economic Systems; 4.5 – Trade; 5.1 – Information Processing (Inquiry); 5.2 – Conducting investigations; 6.1 – Identifying and analyzing issues; 6.2 – Group Discussion; 6.3 – Persuasive Writing;

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### Government Pacing Guide

Unit	Pacing Guide	Standards Covered
Unit 1 Origins of US Gov't and the US Constitution	10 Days	C1.1, C1.2, C2.1, C2.2
Unit 2 Bill of Rights	10 Days	C3.1, C3.2, C3.3, C3.4, C3.5
Unit 3 Citizenship and Social Issues	10 Days	C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2
Unit 4 Core Democratic Values	10 Days	K1, P1, P2, P3, P4
Unit 5 Comparative Politics	5 Days	C1.3, C1.4, C2.1, C2.2, C2.4, C3.2, C3.5, C4.3, C4.4, C4.5, C5.1, C5.2, C6.1, C6.2, C6.3
	(45 days total)	

## CCHS Economics

Description: Economics class covers basic micro and macroeconomic concepts, including Supply and Demand, Opportunity Cost, Scarcity, Inflation, the Free Market, Poverty, Business Ethics, and Marketing.

### Unit I – Opportunity cost and Scarcity.

1. Scarcity and the factors of production.
2. Opportunity cost.
3. Production possibilities curves.
4. Decision making at the margin.

#### *Michigan Strands, Standards and Benchmarks in Unit I:*

- E1.1.1 Scarcity, Choice, Opportunity Costs, and Comparative Advantage
- E1.2 Competitive Markets
- E1.3 Prices, Supply, and Demand
- E4.1 Decision Making
  - E4.1.1 Scarcity and Opportunity Costs
- E2.1.2 Circular Flow and the National Economy

### Unit II – Free market and Inflation

1. Money supply, Inflation, and Recession.
2. Elasticity
3. Public policy and the market.
4. Government revenue and services.

#### *Michigan Strands, Standards and Benchmarks in Unit II:*

- E2.1.4 Money Supply, Inflation, and Recession
- E2.1 Understanding National Markets
  - E3.1.2.1 Business Structures

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- E3.1.3.3 Price, Equilibrium, Elasticity, and Incentives
  - E3.2.3 Exchange Rates and the World Trade
  - E1.4.1 Public Policy and the Market
  - E1.4.2 Government and Consumers
  - E1.4.3 Government Revenue and Services
  - E3.2.4 Monetary Policy and International Trade

**Unit III – Marketing and Choices.**

1. Personal Decisions
2. Marketing
3. Personal Finance

*Michigan Strands, Standards and Benchmarks in Unit III:*

E3.2 Economic Interdependence – Trade

- E4.1 Decision Making
  - E4.1.1 Scarcity and Opportunity Costs
  - E4.1.5 Personal Decisions
  - E4.1.4 Key Components of Personal Finance
- E 4.1.2 Marginal Benefit and Cost
- E 3.2.1 Absolute and Comparative Advantage

**Unit IV – Supply and Demand**

1. Supply
2. Demand
3. Equilibrium, Elasticity, and Incentives.
4. Government role in the market.

*Michigan Strands, Standards and Benchmarks in Unit IV:*

- E1.3 Prices, Supply, and Demand
  - E1.3.1 Law of Supply
  - E1.3.2 Law of Demand
  - E1.3.3 Price, Equilibrium, Elasticity, and Incentives
- E1.4 Role of Government in the Market
  - E1.4.2 Government and Consumers
  - E1.4.5 Economic Incentives and Government

**Unit V – Minimum Wage and Poverty**

1. Minimum Wage
2. Poverty
3. Personal Finance
4. Budgets

*Michigan Strands, Standards and Benchmarks in Unit V:*

- E2.1.6 Unemployment
- E2.2 Role of Government in the United States Economy
- E3.1.4 GDP and Standard of Living

E3.1.5 Comparing Economic Systems  
 E4.1.3 Personal Finance Strategy

**Unit VI – Business Ethics**

1. Positive and negative externalities
2. Child Labor
3. Unions
4. Boycotts.

*Michigan Strands, Standards and Benchmarks in Unit VI*

E1.2.2 Price in the Market –  
 E1.4 Role of Government in the Market  
 E1.4.1 Public Policy and the Market  
 E1.4.4 Functions of Government  
 E2.1.9 American Economy in the World  
 E2.2 Role of Government in the United States Economy  
 E3.1.2 Developing Nations  
 E3.1.3 International Organizations and the World Economy  
 E3.1.4 GDP and Standard of Living  
 E3.2.5 The Global Economy and the Marketplace

**Unit VII – Comparative Economics**

1. Comparing economic systems.
2. World Trade
3. The global economy

*Michigan Strands, Standards and Benchmarks in Unit VII*

E2.2.1 Federal Government and Macroeconomic Goals  
 E3.1 Economic Systems  
 E3.1.5 Comparing Economic Systems  
 E3.2.1 Absolute and Comparative Advantage  
 E3.2.2 Domestic Activity and World Trade  
 E3.2.5 The Global Economy and the Marketplace

Econ Pacing Guide

Unit	Pacing Guide	Standards Covered
Unit 1 Opportunity cost & Scarcity	5 Days	E1.1.1, E1.2, E1.3, E4.1, E4.1.1, E2.1.2
Unit 2 Free Market & Inflation	5 Days	E2.1, E3.1.2, E3.1.3, E2.1.4, E3.2.3, E1.4.1, E1.4.2, R1.4.3, E3.2.4
Unit 3 Marketing & Choices	5 Days	E3.2, E4.1, E4.1.1, E4.1.5, E4.1.4, E4.1.2, E3.2.1
Unit 4 Supply and Demand	5 Days	E1.3, E1.3.1, E1.4.2, E1.4.5, E1.4, E1.3.1, E1.3.2, E1.3.3
Unit 5 Minimum Wage & Poverty	10 Days	E2.1.6, E2.2, E3.1.4, E, E3.1.5, E4.1.3

Unit 6 Business Ethics	7 Days	E1.2.2, E1.4, E1.4.1, E1.4.4, E2.1.9, E2.2, E3.1.2, E3.1.3, E3.1.4, E3.2.5
Unit 7 Comparative Economics	8 Days	E2.2.1, E3.1, E3.1.5, E3.2.1, E3.2.2, E3.2.5
	(45 days total)	

## CCHS Computers

Description: Computer class covers past, current, and future technology. There is a focus on using basic computer applications, along with issues in technology. A basic intro to web design is included, along with many a performance and presentation piece. Students will be creating using the computer as a tool.

### Unit I – Basic Apps – Microsoft Word Processing

1. Creation and problem solving.
2. Idea development
3. Recognizing Patterns
4. Editing and Creation of Solutions.

#### *Michigan Strands, Standards and Benchmarks in Unit I:*

- C.1 Engage in full iterative cycles...
- C.2 Develop an idea, question, or problem that is guided...
- C.3 Understand, recognize, and use the elements...
- C.4 Use the best available and appropriate instruments, resources, tools, and technologies
- C.5 Reflect on and articulate the steps

### Unit II – PC's in historical, Social, Cultural Contexts.

1. Early computers.
2. Apple
3. Microsoft
4. Computers as an art form.

#### *Michigan Strands, Standards and Benchmarks in Unit II:*

- R.1 Observe, describe, reflect, analyze, and interpret works
- R.2 Identify, describe, and analyze connections
- R.3 Describe, analyze, and understand
- R.4 Experience, analyze, and reflect

### Unit III – Animations and presentations

1. Powerpoint
2. Animation Schemes
3. Presentation software

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*Michigan Strands, Standards and Benchmarks in Unit III:*

- P.1 Apply the techniques, elements, principles, intellectual methods...
- P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies...
- P.3 Describe and consider relationships among the intent of the student/artist...
- P.4 Perform, present, exhibit, publish, or demonstrate...
- C.5 Reflect on and articulate the steps

**Unit IV – Beginning Web Design**

- 1. Personal Blogs
- 2. Research
- 3. Design Intro

*Michigan Strands, Standards and Benchmarks in Unit IV:*

- P.1 Apply the techniques, elements, principles, intellectual methods...
- P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies...
- P.3 Describe and consider relationships among the intent of the student/artist...
- P.4 Perform, present, exhibit, publish, or demonstrate...
- C.4 Use the best available and appropriate instruments, resources, tools, and technologies
- C.5 Reflect on and articulate the steps

**Unit V – Basic Applications (Spreadsheets)**

- 1. Excel
- 2. Performance and demonstration of skills
- 3. Data Driven Decisions

*Michigan Strands, Standards and Benchmarks in Unit V:*

- C.4 Use the best available and appropriate instruments, resources, tools, and technologies
- C.5 Reflect on and articulate the steps
- R.4 Experience, analyze, and reflect
- P.4 Perform, present, exhibit, publish, or demonstrate
- P.2 Demonstrate skillful use of appropriate vocabularies, tools

**Unit VI – Future Technology and Current Tech Issues**

- 1. Piracy
- 2. Handheld devices
- 3. Encryption
- 4. Gaming

*Michigan Strands, Standards and Benchmarks in Unit VI:*

- R.3 Describe, analyze, and understand
- R.4 Experience, analyze, and reflect
- P.1 Apply the techniques, elements, principles, intellectual methods...
- P.2 Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies...
- C.2 Develop an idea, question, or problem that is guided...
- C.3 Understand, recognize, and use the elements...

Unit	Pacing Guide	Standards Covered
Unit 1 Basic Apps - Word	10 Days	C.1, C.2, C.3, C4, C5
Unit 2 PC's in historical, social, cultural contexts.	10 Days	R.1, R.2, R.3, R.4
Unit 3 Basic Apps – Powerpoint	5 Days	P.1, P.2, P.3, P.4, C.5
Unit 4 Beginning Web Design	10 Days	P.1, P.2, P.3, P.4, C.2, C.4, C.5
Unit 5 Basic Apps – Excel	5 Days	C.4, C.5, R4, P4, P2
Unit 6 Future Technology	5 Days	R.3, R.4, P.1, P.2, C.2, C.3
	(45 days total)	

## English 10 Syllabus and Classroom Expectations

### 01002 English 10

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The primary texts for the four units of this class are Freak The Mighty, Rooftop, Heroes, Short Stories, and various classical texts.

The units will cover the following:

#### **Common Core Standards:**

Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

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- Range of Writing Speaking and Listening Standards
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas

**Attendance:**

Students will have no more than ten absences, excused or unexcused, per quarter. Students with three or more absences may be required to meet with the Director and a parent, and the student may have to make up the missed class time.

Students up to 15 minutes late will be tardy. 3 tardies will equal 1 absence.

Being more than 15 minutes late to class, out of class more than 15 minutes, or leaving class before dismissal will be entered as an absence in Skyward (L in my attendance book).

Each day you are on time and remain in class for the entire period, you will earn 5 points. If you are tardy, but remain in class for the entire period, you will also earn 3 points. If you are marked 'absent' for any of the above reasons, you will not earn attendance points.

**Participation:**

Each day you participate appropriately and positively, you will earn 5 points. If you do not participate or are disruptive to the learning process, you will not earn participation points.

The following classroom expectations will determine your participation points: Classroom rules as decided by class; *Time and place* – act maturely and successfully – be respectful and responsible; Be quiet and listen when teacher or others are talking; Follow requests and directions; Stay in your seat (assigned if needed) and keep your hands to yourself; Comply with school policy; and Be positive.

**Grading:**

- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D

Your grade will be based on daily and weekly work such as: vocabulary, reading, responses to text, response writing, partner & group work, conferencing, projects & presentations, essays, quizzes and tests.

A minimum of 60% is needed to pass. All missed work needs to be made up within 1 week. Quizzes and tests need to be made up within 1 week.

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**Electronic devices, bags, and backpacks:**

Do not bring your bags or backpacks into the classroom. You have a locker, leave them there. If you use your electronic device inappropriately, I will ask for it and keep it until the end of class. If you have a bag or backpack, I will ask you to return it to your locker or put it by my desk. If you do not do as asked, you will be asked to leave the classroom and meet with Mr. Allard.

**Pacing Guide and Standards Addressed**

Unit	Pacing Guide	Standards Covered
Unit 1 - Introduction & Freak the Mighty	5 weeks	RL9-10.1, RL9-10.6, RI9-10.1, RI9-10.2, W9-10.1, W9-10.2, W9-10.4, SL9-10.1, L9-10.1
Unit 2 - Rooftop	4 weeks	RL9-10.2, RL9-10.7, RI.9-10.3, RI9-10.4, W9-10.1F, W9-10.10A, W9-10.5, SL9-10.1C, L9-10.2
Unit 3 - Hero	5 weeks	RL9-10.3, RL9-10.9, RL9-10., RI9-10.8, W9-10.2F, W9-10.6, SI9-10.4, L9-10.5
Unit 4 - Short Stories	4 weeks	RL9-10.4, RL9-10.5, RL9-10.10, RI9-10.10, W9-10.3A, W9-10.3E, W9-10.7, W9-10.8, W9-10.10, SL9-10.5, L9-10.6

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## **English 11 Syllabus and Classroom Expectations**

### **01003 English 11**

We will read novels throughout the term and throughout the year, a handful of poets are studied, along with short stories and excerpts from longer works. Writing assignments and vocabulary are related to the works being studied.

In this class students will explore novel themes from the critical thinking perspective. Students will develop their writing to persuade the reader on their thinking around various real life topics and connections to the texts. Students will also explore how literature can be used to transform one's own thinking. Students will journal and respond to different perspectives. Students will look at what impact culture plays in developing one's own thinking. Within this experience students will construct a persuasive speech/presentation, a research paper, and a literary analysis essay. A specific focus will be spent on developing the students punctuation, understanding of various phrases used in writing, and common spelling errors.

The primary texts for the four units of this class are Hunger Games, Hip Hop High School, Flowers for Algernon, assorted short stories, and world texts.

The units will cover the following:

#### **Common Core Standards:**

Reading Standards for Literature and Informational Text

- Key Ideas and Details
- Close Reading
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards

- Text Types and Purposes

- 
- Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing

#### Speaking and Listening Standards

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

#### **Attendance:**

Students will have no more than ten absences, excused or unexcused, per quarter. Students with three or more absences may be required to meet with the Director and a parent, and the student may have to make up the missed class time.

Students up to 15 minutes late will be tardy. 3 tardies will equal 1 absence.

Being more than 15 minutes late to class, out of class more than 15 minutes, or leaving class before dismissal will be entered as an absence in Skyward (L in my attendance book).

Each day you are on time and remain in class for the entire period, you will earn 5 points. If you are tardy, but remain in class for the entire period, you will also earn 3 points. If you are marked 'absent' for any of the above reasons, you will not earn attendance points.

#### **Participation:**

Each day you participate appropriately and positively, you will earn 5 points. If you do not participate or are disruptive to the learning process, you will not earn participation points.

The following classroom expectations will determine your participation points: Classroom rules as decided by class; *Time and place* – act maturely and successfully – be respectful and responsible; Be quiet and listen when teacher or others are talking; Follow requests and directions; Stay in your seat (assigned if needed) and keep your hands to yourself; Comply with school policy; and Be positive.

#### **Grading:**

- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D

Your grade will be based on daily and weekly work such as: vocabulary, reading, responses to text, response writing, partner & group work, conferencing, projects & presentations, essays, quizzes and tests.

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A minimum of 60% is needed to pass. All missed work needs to be made up within 1 week. Quizzes and tests need to be made up within 1 week.

**Electronic devices, bags, and backpacks:**

Do not bring your bags or backpacks into the classroom. You have a locker, leave them there. If you use your electronic device inappropriately, I will ask for it and keep it until the end of class. If you have a bag or backpack, I will ask you to return it to your locker or put it by my desk. If you do not do as asked, you will be asked to leave the classroom and meet with Mr. Allard.

**Pacing Guide and Standards Addressed**

Unit	Pacing Guide	Standards Covered
Unit 1 - Introduction & Hunger Games	5 weeks	RL11-12.1, RL11-12.6, RI11-12.1, RI11-12.2, W11-12.1, W11-12.2, W11-12.4, SL11-12.1, L11-12.1
Unit 2 - Hip Hop High School	4 weeks	RL11-12.2, RL11-12.7, RI.11-12.3, RI11-12.4, W11-12.1F, W11-12.10A, W11-12.5, SL11-12.1C, L9-10.2
Unit 3 - Flowers for Algernon	5 weeks	RL11-12.3, RL11-12.9, RL11-12., RI11-12.8, W11-12.2F, W11-12.6, SI11-12.4, L11-12.5
Unit 4 - Short Stories	4 weeks	RL11-12.4, RL11-12.5, RL11-12.10, RI11-12.10, W11-12.3A, W11-12.3E, W11-12.7, W11-12.8, W11-12.10, SL11-12.5, L11-12.6

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## Pre-Algebra Syllabus / Mrs. Nowak

### Course Description: 02051 Pre-Algebra

Pre-Algebra course increases students' foundational math skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities.

#### Units Covered

- **Unit 1 - Number Sense**-Students will be reviewing prerequisite skills for the class including rounding, arithmetic involving decimals, order of operations, division rules, GCF, and simple word problems..
- **Unit 2 – Rational and irrational numbers, Radical Numbers.** – Students will understand the difference between a rational and irrational number and be able to approximate an irrational number to a rational.
- **Unit 3 – Proportions** – Students will explore proportions and modeling using proportions..
- **Unit 4 – Expressions and Equations** – Students will be able to analyze linear equations and create linear equations from two points, or from point and slope.
- **Unit 5 – Patterns in Data** – Students will be able to create and analyze data using scatter plot, dot plot, stem plot, histogram, and box and whisker plot.
- **Unit 6 – Pythagorean Theorem** – Students will understand and apply The Pythagorean Theorem.

### Pacing Guide and Standards

<b>UNIT</b>	<b>Pacing Guide</b>	<b>Standards Addressed</b>
Unit 1 – Number Sense	4 weeks	5.NBT.1, 5.NBT7, 6.NS.2, 6.NS.3, 6.NS.4
Unit 2 – Rational and Irrational	2.5 weeks	7.NS.2, 8.NS.1, 8.NS.2, 8.EE.2
Unit 3 – Proportions	2.5 weeks	6.RP3b, 8.EE.5, 8.EE.6
Unit 4 – Algebraic Expressions and Equations	3 weeks	6.EE1, 7.NS.1, 7.EE.1, 7.EE.2, 7.EE.3, 8.EE.7,
Unit 5 – Patterns in Data	4 weeks	6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5,8.SP.1, 8.SP.2, 8.SP.4,
Unit 6 – Pythagorean Theorem	2 weeks	8.G.6, 8.G.7, 8.G.8

### Attendance

A big part of learning math is the guided practice. You can not get help on a concept if your not here. Students should miss class only when absolutely necessary, and be prepared to make up work outside of class upon their return.

*Please see the student handbook for attendance policy.-I*

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**Tardies** : You are tardy when the clock in my room says it is time to start class. 3 tardies are the same as 1 absence

## Late Assignments

If you are absent, you are responsible to make up your work. Missed tests and quizzes need to be made up outside of regular class time. You will need to make up missing work for each unit by the unit test to get credit for that assignment(s).

## School Rules and Class Rules

1. Be Prepared to Work  
Be on time, in your seat, following directions and using your time wisely (this includes no sleeping!)
2. Respect Yourself and Each Other  
Treat others as you would like to be treated. No physical acts of violence, no verbal threats, no harassment and no inappropriate language.
3. Take Care of Your Environment  
Take care of the building, and take care of your mess.
4. Take Responsibility for Your Work and Actions  
You are responsible for the choices you make.

## Grading

In this class, grading is done by Learning Targets. Each unit has 7-12 learning targets. You will be graded on each target with a 4 point scale.

- 0- missing
- 1- Not proficient (You have no clue)
- 2- Partially proficient (You are starting to understand the concept)
- 3- Proficient (You have the concept the majority of the time with only occasional errors)
- 4- Mastery (You can do it in your sleep)

You will have multiple times throughout unit to develop mastery on a learning target. The grade in Skyward will reflect your latest progress on each learning target.

At the end of each, you will be tested on all of the learning targets. **You must pass each unit test, to receive credit for the course.**

## Grade Scale –see student handbook

**In order to earn credit for this course, you are required to take and pass the unit test for each of the five units.**

## Plagiarism

You are here to increase your ability and understanding of the material covered, and to demonstrate that in the work that you turn in to me. Copying another student's work is not permitted. In the event that this happens, **both students will receive a zero** for the assignment.

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## Algebra I Syllabus / Mrs. Nowak

### Course Description:

02061 Algebra I

Algebra I course topics include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

#### Units Covered

- Unit 1 -Properties and operations of real number system.
- Unit 2 – Algebraic Expressions
- Unit 3 -Patterns of Functions – Introduction to Linear, Exponential, Quadratic and Inverse Functions
- Unit 4 - Linear Functions – Students will be able to analyze linear equations and create linear equations from two points, or from point and slope.
- Unit 5 - Exponential Functions
- Unit 6 - Quadratic Functions

### Guide and Standards

UNIT	Pacing Guide	Standards Addressed
Unit 1 – Real Number System	3 weeks	N-Q.1, N-Q.2
Unit 2 – Algebraic Expressions	3 weeks	A-SSE.1, A-REI.1, A-REI.3,
Unit 3 – Patterns of Functions	2 weeks	8.F.1, 8.F.2, 8.F.3, F-IF.1, F-IF.4, F-LE.1a,
Unit 4 – Linear Functions	3 weeks	8.F.3, A-CED.1, A-CED.4, A-REI.10, F-IF.7a, F-IF.7c, F-LE.1b, F.LE.5
Unit 5 – Exponential Functions	3 weeks	F-IF.7e, F-LE.1c, F-LE.2, F-LE.3, F-LE.4, F-LE.5
Unit 6 – Quadratic Functions	4 weeks	F-IF.7a, A-SSE.1.a, A-SSE.3.a, A-APR.1

### Attendance

A big part of learning math is the guided practice. You can not get help on a concept if your not here. Students should miss class only when absolutely necessary, and be prepared to make up work outside of class upon their return.

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## ***Please see the student handbook for attendance policy.-I***

**Tardies** : You are tardy when the clock in my room says it is time to start class. 3 tardies are the same as 1 absence

## **Late Assignments**

If you are absent, you are responsible to make up your work. Missed tests and quizzes need to be made up outside of regular class time. You will need to make up missing work for each unit by the unit test to get credit for that assignment(s).

## **School Rules and Class Rules**

### **1. Be Prepared to Work**

Be on time, in your seat, following directions and using your time wisely (this includes no sleeping!)

### **2. Respect Yourself and Each Other**

Treat others as you would like to be treated. No physical acts of violence, no verbal threats, no harassment and no inappropriate language.

### **3. Take Care of Your Environment**

Take care of the building, and take care of your mess.

### **4. Take Responsibility for Your Work and Actions**

You are responsible for the choices you make.

## **Grading**

In this class, grading is done by Learning Targets. Each unit has 7-12 learning targets. You will be graded on each target with a 4 point scale.

0- missing

1- Not proficient (You have no clue)

2- Partially proficient (You are starting to understand the concept)

3- Proficient (You have the concept the majority of the time with only occasional errors)

4- Mastery (You can do it in your sleep)

You will have multiple times throughout unit to develop mastery on a learning target. The grade in Skyward will reflect your latest progress on each learning target.

At the end of each, you will be tested on all of the learning targets. You must pass each unit test, to receive credit for the course.

## **Grade Scale –see student handbook**

**In order to earn credit for this course, you are required to take and pass the unit test for each of the five units.**

## **Plagiarism**

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## Course Description:

### 02063 Algebra II

Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

During this semester, we will be covering the following:

- **Systems of Equations** – create system of equations and solve using elimination, substitution
- **Inequalities, Systems of Inequalities, and Linear Programming** – Inequalities in One Variable, Inequalities in Two Variables, Linear Programming
- **Polynomial Expressions and Functions** – modeling, graphing, operations, degree and zeroes of polynomial functions and expressions
- **Rational Functions** – modeling, graphing, operations.

#### Pacing Guide and Standards Addressed

UNIT	Pacing Guide	Standards Addressed
Unit 1 – Systems of Equations	4 weeks	NQ1, NQ2, A-SSE1a, A-SSE2, A-CED1, A-CED2, ACED4, A-REI5, A-REI6, A-REI7
Unit 2 – Inequalities & Linear Programming	5 weeks	CED1, A-CED2, ACED3, A-REI1, A
Unit 3 – Polynomials	4weeks	A-SSE1, A-SSE2, A-APR1, A-APR3, A-REI11, F-IF1, F-IF2, F-IF3, F-IF7c, F-IF8
Unit 4 – Rational Functions	5 weeks	A-REI1, A-REI2, A-APR6, A-REI10, F-IF.7.d

## Attendance

A big part of learning math is the guided practice. You cannot get help on a concept if you're not here. Students should miss class only when absolutely necessary, and be prepared to make up work outside of class upon their return.

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**Tardies** : You are tardy when the clock in my room says it is time to start class. 3 tardies are the same as 1 absence

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## Late Assignments

If you are absent, you are responsible to make up your work. Missed tests and quizzes need to be made up outside of regular class time. You will need to make up missing work for each unit by the unit test to get credit for that assignment(s).

### School Rules and Class Rules

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2. Respect Yourself and Each Other  
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3. Take Care of Your Environment  
Take care of the building, and take care of your mess.
4. Take Responsibility for Your Work and Actions  
You are responsible for the choices you make.

## Grading

In this class, grading is done by Learning Targets. Each unit has 7-12 learning targets. You will be graded on each target with a 4 point scale.

- 0- missing
- 1- Not proficient (You have no clue)
- 2- Partially proficient (You are starting to understand the concept)
- 3- Proficient (You have the concept the majority of the time with only occasional errors)
- 4- Mastery (You can do it in your sleep)

You will have multiple times throughout unit to develop mastery on a learning target. The grade in Skyward will reflect your latest progress on each learning target.

At the end of each, you will be tested on all of the learning targets. **You must pass each unit test, to receive credit for the course.**

## Grade Scale –see student handbook

**In order to earn credit for this course, you are required to take and pass the unit test for each of the five units.**

## Plagiarism

You are here to increase your ability and understanding of the material covered, and to demonstrate that in the work that you turn in to me. Copying another student's work is not permitted. In the event that this happens, **both students will receive a zero** for the assignment.

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## Creative Writing Syllabus and Classroom Expectations

### 01104 Creative Writing

Creative Writing courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft.

#### Class Expectations

- **You will be as successful in this class and in life as you want to be.** Be at class on time, be ready to work, and give it 110%. I promise it will be rewarding.
- Be responsible for your own actions.
- We are a team. In order to achieve greatness we have to work together and respect one another.
- Take pride in your learning environment by picking up trash and returning things where they belong.
- I have an open door policy. If you have a problem with me or another student please come and talk with me about it. As a team we will achieve more if we can constructively solve problems.

#### Grading

- As your leader, I will not let you settle for less than what you are capable of. **Failure is not an option.** For this reason all students must pass the Unit Assessments with above a 60%. You will receive an incomplete at the end of this class until you have achieved this passing grade (if you have less than 10 absences, at the discretion of the teacher and Mr. Allard.)
- Grades will be given based on participation, in class assignments, group/individual projects, and unit assessments.

#### Attendance (Consistent with CCHS Policy)

- **BE HERE!** Attendance is consistently the factor that has the most influence on whether a student passes or fails the course.
- Whenever you miss classes make sure you come to me to discuss what you missed, and what you need to do for make-up work.
- Absences are consistently the reason that students are not successful in my class. If you are here and engaged in the activities and learning process you are much more likely to succeed in my class. **It is your responsibility to make up any work you miss.**

#### Discipline

In the event someone acts against our classroom expectations the following actions will be taken:

1. I will remind the student of which expectation they are not following and make sure the student understands the proper behavior.
2. I will talk with the student privately in the hall and make it clear to the student how they should be acting in the class.
3. If the problem persists the student will be asked to leave for the class period and a conference with myself, Mr. Allard, and potentially your parents/guardians may be necessary. For further information on specific school rules please refer to the CCHS handbook.

## Units Covered

### **Unit 1: Poetry**

- What are the elements of poetry?
- What are the different forms of poetry?
- How do poems relate to an individual?
- What are the major tools used to create poetry?

### **Unity 2: Character**

- Round vs. Flat Character
- Static vs. Dynamic Characters
- Direct and Indirect Characterization
- Character Motivation

### **Unit 3: Elements of Short Story**

- Freytag's Curve
- Show vs. Tell
- Character Development
- Audience
- Genre

### **Unit 4: Written Short Story**

- Students will create a short story.

### **Unit 5: Journaling**

- Process of Journaling

### **Unit 6: Non-Fiction Writing**

- Articles
- Memoirs
- Resumes

Unit	Pacing Guide	Standards Covered
Unit 1 Poetry	2 Weeks	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>
Unit 2 Character	1 Week	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>
Unit 3 Elements of Short Story	2 Weeks	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>
Unit 4 Written Short Story	1.5 Weeks	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>
Unit 5 Journaling	Continuous (9 Weeks)	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>
Unit 6 Non-Fiction Writing	1.5 Weeks	<a href="#">CCSS.ELA-LITERACY.W.9-10.3</a>

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**English 9**  
**Curriculum and Pacing Guide**  
Calhoun Community High School  
Mr. Miller  
Jmiller2@lakeviewspartans.org

**01001 English 9**

This class deals with the elements of a short story and novel. The basics of grammar, mechanics and usage are practiced daily and at other times through daily warm-ups, essays, journals, and quizzes. There are opportunities for basic speaking experiences, reading development, and research projects. Students will be analyzing all four elements of fiction with an emphasis on themes and characters.

Class Introduction

Welcome to English 9! The goal of this class is to build foundational skills for you to be successful with reading and writing in school and in life. We will focus on reading short stories, a quick dive into Shakespeare, and write with the intention of improving grammar and expressing ourselves clearly. English 9 is a fresh start in English and at CCHS. Take advantage of the opportunity to learn new things every day!

Grading

- As your leader, I will not let you settle for less than what you are capable of. **Failure is not an option.** For this reason all students must pass each Unit Assessment with above a 60%. You will receive an incomplete at the end of this class until you have achieved this passing grade (if you have less than 10 absences, at the discretion of the teacher and Mr. Allard.)
- Grades will be given based on participation, in class assignments, group/individual projects, and unit assessments.

Attendance (Consistent with CCHS Policy)

- BE HERE! Attendance is consistently the factor that has the most influence on whether a student passes or fails the course.
- Whenever you miss classes make sure you come to me to discuss what you missed, and what you need to do for make-up work.
- Absences are consistently the reason that students are not successful in my class. If you are here and engaged in the activities and learning process you are much more likely to succeed in my class. **It is your responsibility to make up any work you miss.**

Discipline

In the event someone acts against our classroom expectations the following actions will be taken:

4. I will remind the student of which expectation they are not following and make sure the student understands the proper behavior.

5. I will talk with the student privately in the hall and make it clear to the student how they should be acting in the class.
6. If the problem persists the student will be asked to leave for the class period and a conference with myself, Mr. Allard, and potentially your parents/guardians may be necessary. For further information on specific school rules please refer to the CCHS handbook.

Unit	Pacing Guide	Standards Covered
Unit 1 Personal Narrative and Writing Unity	1 Week	W. 9-10.4-10.5
Unit 2 Short Story: Genre	6 Weeks	<a href="#">RL.9-10.1</a> , <a href="#">RL.9-10.2</a> , <a href="#">RL.9-10.3</a> , RI. 9-10.1-RI. 9-10.10
Unit 3 Essay Structure and Writing	3 Weeks	W. 9-10.1-10.3, W. 9-10.7-10.10
Unit 4 Shakespeare: Much Ado About Nothing	5 Weeks	<a href="#">RL.9-10.4</a> , <a href="#">RL.9-10.5</a> , <a href="#">RL.9-10.6</a> , <a href="#">RL.9-10.7</a> , <a href="#">RL.9-10.8</a> , <a href="#">RL.9-10.9</a> , <a href="#">RL.9-10.10</a>
Unit 5 Grammar and Language Usage	3 Weeks	L.9-10.1-10.6

**English 12**  
**Syllabus and Pacing Guide**  
 Calhoun Community High School  
 Mr. Miller  
 Jmiller2@lakeviewspartans.org

**01004 English 12**

This course focuses on poetry, short stories, novels and works of nonfiction. Two books are read each term, some assigned, some the students choice as long as they are appropriate for the students reading level. In addition, students will engage in a variety of interrelated language arts activities to become better listeners, presenters, readers, speakers, viewers and writers.

Class Introduction

Welcome to English 12! As a team we are going to be exploring real life topics while challenging ourselves to develop and respond critically to issues. This class will be relevant and applicable to your real life but we have to work together to make that happen. My promise to you is simply this: **you will do as well in this class as you want to do.** I am here to help equip you for life and your future. If there is any way I can help you then please let me know.

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## Course Description

English 12 is the culmination of work done in your English careers. As a class, we will be focusing on reading literature for college and career readiness. Reading is also a passion of mine that I hope to inspire in you. We will be delving into a wide array of texts, and looking at the style choices that authors make and how they create memorable literature. Hand-in-hand with reading is writing. Our focus in writing will be on creating sound responses to pieces of literature and examining how we connect to texts.

### **Our first novel: *I am the Messenger* by Markus Zusak**

Ed Kennedy is an underage cabdriver without much of a future. He's pathetic at playing cards, hopelessly in love with his best friend, Audrey, and utterly devoted to his coffee-drinking dog, the Doorman. His life is one of peaceful routine and incompetence until he inadvertently stops a bank robbery.

That's when the first ace arrives in the mail. That's when Ed becomes the messenger. Chosen to care, he makes his way through town helping and hurting (when necessary) until only one question remains: Who's behind Ed's mission?

## Class Expectations

- **You will be as successful in this class and in life as you want to be.** Be on time, be ready to work, and give it 110%. I promise it will be rewarding.
- Be responsible for your own actions.
- We are a team. In order to achieve greatness we have to work together and respect one another.
- Take pride in your learning environment by picking up trash and returning things where they belong.
- I have an open door policy. If you have a problem with me or another student please come and talk with me about it. As a team we will achieve more if we can constructively solve problems.

## Grading

- As your leader, I will not let you settle for less than what you are capable of. **Failure is not an option.** For this reason all students must pass the Unit Assessments with above a 60%. You will receive an incomplete at the end of this class until you have achieved this passing grade (if you have less than 10 absences, at the discretion of the teacher and Mr. Allard.)
- Grades will be given based on participation, in class assignments, group/individual projects, and unit assessments.

## Attendance (Consistent with CCHS Policy)

- **BE HERE!** Attendance is consistently the factor that has the most influence on whether a student passes or fails the course.

- Whenever you miss classes make sure you come to me to discuss what you missed, and what you need to do for make-up work.
- Absences are consistently the reason that students are not successful in my class. If you are here and engaged in the activities and learning process you are much more likely to succeed in my class. **It is your responsibility to make up any work you miss.**

Discipline

In the event someone acts against our classroom expectations the following actions will be taken:

7. I will remind the student of which expectation they are not following and make sure the student understands the proper behavior.
8. I will talk with the student privately in the hall and make it clear to the student how they should be acting in the class.
9. If the problem persists the student will be asked to leave for the class period and a conference with myself, Mr. Allard, and potentially your parents/guardians may be necessary. For further information on specific school rules please refer to the CCHS handbook.

Unit	Pacing Guide	Standards Covered
Unit 1 Novel Study: I am the Messenger	4 Weeks	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL. 11-12.5
Unit 2 Choice Book Project	Continuous	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL. 11-12.5
Unit 3 Poetry	2 Weeks	RL.11-12.7 RL.11-12.5, L.11-12.1
Unit 4 Writing: Individual	2.5 Weeks	W.11-12.1- W 11-12.10
Unit 5 Writing: Real-World	3 Weeks	RI.11-12.5, W. 11-12.1- W 11-12.10
Unit 6 Short Story	2 Weeks	RL.11-12.10
Unit 7 Talking to the Text and Reading Comprehension Strategies	2 Weeks	SL.11-12.1, RL. 11-12.6- RL 11-12.10
Unit 8 Reading Analysis	2 Weeks	RL.11-12.1, RL.11-12.2, RL.11-12.4, RL. 11-12.5