

MODULE 1

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
V.22: Computer Science Fundamentals: 5th Grade: Pre-Assessment: Lesson Plan	In this activity, students will take a Pre-Assessment assessing prior knowledge of the concepts and skills presented throughout this course. Instructors and students will then take time to establish procedures for logging in and navigating the course's recommended platform. Students will also practice opening, importing, and sharing files.	Students will be able to independently log in to a student Scratch account. Students will be able to send and receive Scratch files.	N/A	00:45 min	

MODULE 2

Activity Title	Activity Description	Learning Objectives	Aligned Standards	Time Required	Timeline (month/date)
Creating My Print	In this activity, students will discuss the many choices they make online and the way these choices develop their personal digital footprint. Students will work collaboratively to create posters answering key questions one should consider before going online.	Students will be able to describe how information and data spread over the Internet. Students will be able to evaluate the positive and negative aspects of their personal digital footprint.	IS-1C-1B	00:20 min	
	In this activity, students will learn how the Internet works. Students will participate in a hands-on visualization representing the way packets move via routers and cables from one computer to another, reassembling	Students will be able to describe how information is sent and received over the Internet. Students will be able to model the process of breaking information into packets, transmitting the packets, and reassembling the information.	IS-CS-01 IS-CS-02 IS-NI-04	00:20 min	

Pacing Guides For High School English

Todd Elliott Franklin



Pacing Guides For High School English:

Literature and Ethics in High School English Classes Ross Collin, 2024-10-17 This book offers a defence of ethical reading in secondary school English classes at a time when reformers and policy makers are trying to reorganize English language arts around technical skills or politics Ross Collin shows how students and teachers use literature as a venue for exploring their own and others ethical ideas and practices and argues that moral inquiry in English class is a distinctly social endeavour The book draws ideas from English education and moral philosophy From English education Collin explores social reading or what Louise Rosenblatt named transaction looking at texts commonly taught in secondary school English including Shakespeare s Romeo and Juliet and Jacqueline Woodson s Brown Girl Dreaming From philosophy he draws on arguments about moral vision and literature developed by Iris Murdoch Martha Nussbaum and Nora H m l inen and develops ideas tacit in English education about reading with moral vision He concludes by proposing a new theory of moral vision in transactional reading

Differentiating Assessment in Middle and High School English and Social Studies Sheryn Spencer-Waterman, 2013-09-27 This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools With numerous examples and strategies it is an all inclusive manual on assessing student readiness interests learning and thinking styles It includes examples of Pre Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics

The 4 X 4 Block Schedule J. Allen Queen, Kimberly Gaskey Isenhour, 1998 This practical book shows you how to motivate and train teachers establish community support develop new classroom strategies and measure success of the 4 X 4 block schedule

Rigorous Curriculum Design Larry Ainsworth, 2011-04-16 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

Educational Leadership in an Age of Accountability Daniel L. Duke, Margaret Grogan, Pamela D. Tucker, Walter F. Heinecke, 2012-02-01 The insistence by policymakers and politicians that educators be held accountable for student outcomes has resulted in dramatic shifts in the responsibilities of department chairs principals and superintendents Educational Leadership in an Age of Accountability explores these changes in Virginia following its implementation of an ambitious accountability plan that called for standards of learning statewide high stakes tests standards of accreditation and annual school performance report cards This book examines factors such as the fate of students who fail state tests achievement differences between black and white students ethical issues surrounding accountability measures and the increasing politicization of local schooling Educational

Leadership in an Age of Accountability shows that accountability pressure has done more than previous reforms to foster instructional leadership

The Educational Leader's Guide for School Scheduling Elliot Y. Merenbloom, Barbara A. Kalina, 2017-04-07 The Educational Leader's Guide for School Scheduling Strategies Addressing Grades K-12 is the first publication to address creative scheduling at all levels K-5 or 6 K-8 middle and high schools This essential resource provides strategies for the effective and equitable distribution of available FTEs throughout the district while helping you work through the many critical questions and decisions involved in the scheduling process Based on the authors decades of experience in expressing the voice of classroom teachers and building administrators in the art of scheduling each chapter addresses key schedule development issues providing a step by step sequence multiple tables templates and example schedules Follow the models in this book to master the skills of producing an efficient organizational plan for your school

The Role of the Literary Canon in the Teaching of Literature Robert Aston, 2020-05-12 This book investigates the role of the idea of the literary canon in the teaching of literature especially in colleges and secondary schools in the United States Before the term canon was widely used in literary studies which occurred in the second half of 20th century when the canon was first seriously viewed as politically and culturally problematic the idea that some literary texts were more worthy of being studied than others existed since the beginning of the discipline of the teaching of literature in the 1800s The concept of the canon however extends as far back as to Ancient Greece and its meaning has evolved over time Thus this book charts the changing meaning of the idea of the literary canon examining its influence specifically in the teaching of literature from the beginning of the field to the 21st century To explain how the literary canon and the teaching of literature have changed over time and continue to change this book constructs a theory of canon formation based on the ideas of Michel Foucault and the assemblage theory of Manuel DeLanda illustrating that the literary canon while frequently contested is integral to the teaching of literature yet changes as the teaching of literature changes

[Creative Scheduling for Diverse Populations in Middle and High School](#) Elliot Y. Merenbloom, Barbara A. Kalina, 2012-11-02 Diverse needs streamlined schedule find out how with this all in one resource How can each school day be inclusive for all learners while making the most of limited time and resources Help has arrived with this latest book from school scheduling gurus Elliot Merenbloom and Barbara Kalina You'll find Best practices for program specific scheduling including RTI credit recovery special education second language learning career technical education work study Advanced Placement and International Baccalaureate Guidance on scheduling that supports small learning communities teacher collaboration and other activities crucial to meeting diverse learning needs User friendly templates and a professional development Q A for every chapter

The Solution-Focused Educator Todd Elliott Franklin, 2018-03-01 The Solution Focused Educator is intended for classroom teachers and school based administrators at all levels The content serves as a roadmap for how educators can reframe their mindset to tackle the current challenges in schools Examples are given throughout the book to demonstrate how you can

reduce stress by learning new mental strategies that shift problem solving away from needing others to change. The goal is for teachers and school leaders to better understand how to reshape their preconditioned responses to challenges by closing the gap that exists between the experiences they have on the job and their reactive nature to them. The book captures a unique twist under the topic of motivation and how to reframe one's attitude towards the typical discomforts faced by today's educator. The writing aims to establish a deeper understanding about the intimate relationship between problem identification and the anxiety that ensues within this psychological dyad. Utilizing the shape of a triangle, the author consistently makes the mindset concepts easy to understand. He utilizes this shape as a strong representational pattern that clearly illustrates how educators can mentally diagram problematic issues, outline their emotional reactions to them, and create a new attitude of solvability.

Creating Literacy-Rich Schools for Adolescents Gay Ivey, Douglas Fisher, 2006-03-15. We know that literacy is the key to learning in school, yet millions of middle and high school students lack the literacy skills they need to succeed. What can educators do? In *Creating Literacy Rich Schools for Adolescents*, authors Gay Ivey and Douglas Fisher make a compelling case that all teachers across the content areas have a role to play in students' development of literacy, which they define as reading, writing, speaking, listening, and viewing. Rather than focusing solely on reading instruction and the cliché that says all teachers are teachers of reading, they urge teachers to incorporate rich literacy-based learning experiences into their classrooms with the goal of helping students to learn and think across the curriculum. With research-based findings, engaging examples, and extensive lists of resources, Ivey and Fisher encourage readers to reexamine the materials, experiences, and expectations of the English language arts classroom. Use strategies to improve literacy in all the content areas and seek alternatives to the traditional textbook. Make independent reading an important part of students' ongoing literacy development. Design and use interventions that really work for struggling students and consider the schoolwide elements: professional development, peer coaching, leadership, and assessment that should be in place to support teachers and students. Essential questions provide the focus for each chapter, and Quality Indicators for Secondary Literacy help readers gauge where they are on the continuum of providing a meaningful literacy experience for students. *Creating Literacy Rich Schools for Adolescents* will inspire educators to take up this challenge in their own school with new confidence that the work is worthwhile and achievable. Note: This product listing is for the Adobe Acrobat PDF version of the book.

Common Core Curriculum Maps in English Language Arts, Grades 9-12 Great Minds, 2011-10-13. The first books to present specific guidance for teaching the Common Core State Standards. Forty-three states plus the District of Columbia and the U.S. Virgin Islands have signed on to adopt the Common Core State Standards (CCSS). The need for curriculum guides to assist teachers in helping students meet these standards has become imperative. Created by teachers for teachers, the research-based curriculum maps in this book present a comprehensive, coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades 9-12. Teachers can use the maps to plan their

year and craft their own more detailed lesson plans Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards [From Rigorous Standards to Student Achievement](#) Laura Mc Cullough,Michael D. Rettig,Karen Santos,2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **PLC+** Douglas Fisher,Nancy Frey,John Almarode,Karen Flories,Dave Nagel,2019-05-16 What makes a powerful and results driven Professional Learning Community PLC The answer is collaborative work that expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy PLC Better Decisions and Greater Impact by Design calls for strong and effective PLCs plus and that plus is YOU Until now the PLC movement has been focused almost exclusively on students and what they were or were not learning But keeping student learning at the forefront requires that we also recognize the vital role that you play in the equation of teaching and learning This means that PLCs must take on two additional challenges maximizing your individual expertise while harnessing the power of the collaborative expertise you can develop with your peers PLC is grounded in four cross cutting themes a focus on equity of access and opportunity high expectations for all students a commitment to building individual self efficacy and the collective efficacy of the professional learning community and effective team activation and facilitation to move from discussion to action The PLC framework supports educators in considering five essential questions as they work together to improve student learning Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not benefit The PLC framework leads educators to question practices as well as outcomes It broadens the focus on student learning to encompass educational equity and teaching efficacy and in doing so it leads educators to plan and implement learning communities that maximize individual expertise while harnessing the power of collaborative efficacy [Handbook of Research on Educational Leadership for Equity and Diversity](#) Linda C. Tillman,James Joseph Scheurich,2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement

problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children *The Writing Revolution* Judith C. Hochman, Natalie Wexler, 2017-08-07 Why you need a writing revolution in your classroom and how to lead it The Writing Revolution TWR provides a clear method of instruction that you can use no matter what subject or grade level you teach The model also known as The Hochman Method has demonstrated over and over that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback Insurmountable as the challenges faced by many students may seem The Writing Revolution can make a dramatic difference And the method does more than improve writing skills It also helps Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing There s no separate writing block and no separate writing curriculum Instead teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction But perhaps what s most revolutionary about the TWR method is that it takes the mystery out of learning to write well It breaks the writing process down into manageable chunks and then has students practice the chunks they need repeatedly while also learning content Common Core Curriculum: English, Grades K-5 Great Minds, 2014-05-06 Common Core s English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K 5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core s Wheatley Portfolioguarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

Common Core Curriculum Maps in English Language Arts, Grades K-5 Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the

research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

The SAGE Guide to Educational Leadership and Management Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic

Exemplary Science in Grades 9-12 Robert Eugene Yager, 2005 Essay titles reveal the range of programs and creativity this book encompasses The book ends with a summary chapter on successes and continuing challenges in meeting the Standards visions for improving high school science

How RTI Works in Secondary Schools Evelyn S. Johnson, Lori Smith, Monica L. Harris, 2009-11-10 This book not only provides a solid foundation for guiding school improvement but also details an array of very practical tools that can be used to implement tiered instructional options in middle and high school settings Donald D Deshler Williamson Family Distinguished Professor of Special Education Director Center for Research on Learning University of Kansas From research based screenings to evidence based interventions the authors address the challenges specific to secondary schools and provide concise realistic options Nicole Power RTI Coordinator and Speech Language Pathologist Bethany Public Schools OK Practical solutions for implementing RTI and improving student outcomes in Grades 6 12 Implementing Response to Intervention RTI in Grades 6 12 offers many unique challenges but this comprehensive research based book provides secondary school administrators with the information resources and guidance

necessary to use RTI for the benefit of struggling adolescent learners Drawing on the latest research the authors identify the current best practices for key components of RTI and demonstrate how school teams can work together to implement an assessment and data driven decision making process for educators Describing how all these elements can work together under the RTI framework this book provides Specific guidance on building leadership capacity to make RTI implementation a success Case studies that illustrate real middle and high school RTI models Instructional strategies for tiers one two and three Forms checklists and lists of Web and print resources With this valuable resource secondary school leaders can avoid potential missteps when implementing RTI and make dramatic improvements in outcomes for adolescent learners

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