

- ✓ Indicates that the lesson addresses the PO either as written or through suggested extensions or adaptations.
- ✗ Indicates that the lesson can be adapted or extended to meet the PO, but does not explicitly provide an activity.

| Specific Grade | Content Area (Strands, Concepts, and POs) | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|----------------|---|----------|----------|----------|----------|
| | SOCIAL STUDIES | | | | |
| | Strand 1: American History | | | | |
| | Concept 1: Research Skills for History | | | | |
| 9th-12th | PO 1. Interpret historical data displayed in maps, graphs, tables, charts and geologic time scales. | ✓ | | | |
| 9th-12th | PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data. | ✓ | | | |
| 9th-12th | PO 6. Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. | ✓ | | | |
| 9th-12th | PO 7. Compare present events with past events: a. cause and effect, b. change over time, c. different points of view | ✓ | | | |
| 9th-12th | PO 1. Describe current events using information from class discussions and various resources (e.g, newspapers, magazines, television, Internet, books, maps). | | ✓ | ✓ | |
| 9th-12th | PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g, newspapers, magazines, television, Internet, books, maps). | | | | |
| | Strand 3: Civics/Government | | | | |
| | Concept 2: Structure of Government | | | | |
| 9th-12th | PO 9. Analyze the forms, structure, powers and roles of local government: b. mayor, council, city manager , and other city officials; c. issues of large urban area governments (e.g, transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation); d. special districts , governance funding and purpose (e.g, school, sanitation, water , fire, library, community college) | | ✓ | ✓ | ✓ |
| | Strand 4: Geography | | | | |
| | Concept 1: The World in Spatial Terms | | | | |
| 9th-12th | PO 2. Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat). | | ✓ | | |

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| | Concept 5: Environment and Society | | | | |
| 9th-12th | PO 6. Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century). | ✓ | | | |
| | SCIENCE | | | | |
| | Strand 3: Science in Personal and Social Perspectives | | | | |
| | Concept 1: Changes in Environments | | | | |
| 9th-12th | PO 2. Describe the environmental effects of the following natural and/or human-caused hazards: flooding, drought , earthquakes, fires, pollution , extreme weather. | | | ✓ | ✓ |
| 9th-12th | PO 3. Assess how human activities (e.g. clear cutting, water management, tree thinning) can affect the potential for hazards. | | | ✓ | ✓ |
| 9th-12th | PO 5. Evaluate the effectiveness of conservation practices and preservation techniques on environmental quality and biodiversity. | | | ✓ | |
| | Concept 2: Science and Technology in Society | | | | |
| 9th-12th | PO 4. Analyze the use of renewable and nonrenewable resources in Arizona: water , land, soil, minerals, air. | | | ✓ | |
| 9th-12th | PO 5. Evaluate methods used to manage natural resources (e.g. reintroduction of wildlife, fire ecology). | | | ✓ | |
| | Concept 2: Science and Technology in Society | | | | |
| 9th-12th | PO 1. Analyze the costs, benefits, and risks of various ways of dealing with the following needs or problems: various forms of alternative energy, storage of nuclear waste, abandoned mines, greenhouse gases, hazardous wastes | | | | ✓ |
| 9th-12th | PO 4. Analyze the use of renewable and nonrenewable resources in Arizona: water, land, soil, minerals, air | | | ✓ | |
| 9th-12th | PO 5. Evaluate methods used to manage natural resources (e.g., reintroduction of wildlife, fire ecology). | | | ✓ | |
| | READING | | | | |
| | Strand 1: Reading Process | | | | |
| | Concept 4: Vocabulary | | | | |
| 9th-10th | PO 2. <i>Infer meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</i> | ✓ | ✓ | ✓ | ✓ |
| 9th | PO 5. <i>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available</i> | ✓ | ✓ | ✓ | ✓ |
| | Concept 5: Fluency | | | | |
| 9th-12th | PO 1. <i>Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).</i> | ✓ | | | |
| | Concept 6: Comprehension Strategies | | | | |
| 9th-12th | PO 2. <i>Generate clarifying questions in order to comprehend text.</i> | ✓ | | | ✓ |

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| 9th-12th | PO 3. Use graphic organizers in order to clarify the meaning of the text. | | | ✓ | |
| 9th-12th | PO 4. Connect information and events in text to experience and to related text and sources. | ✓ | ✓ | ✓ | ✓ |
| 9th-12th | PO 5. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships, logical order, by classification, problem-solutino) of text to aid comprehension. | ✓ | ✓ | ✓ | ✓ |
| Strand 3: Comprehending Informational Text | | | | | |
| Concept 1: Expository Text | | | | | |
| 9th-10th | PO 3. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing) | | ✓ | | |
| 9th-10th | PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. (Connected to Research Strand in Writing) | ✓ | | | |
| 9th-10th | PO 6. Use knowledge of modes of expository writing (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text. | ✓ | ✓ | ✓ | ✓ |
| 9th-10th | PO 8. Support conclusions drawn from ideas and concepts in expository text. | ✓ | | | |
| Concept 2: Functional Text | | | | | |
| 9th-10th | PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions. | | ✓ | | |
| WRITING | | | | | |
| Strand 1: Writing Process | | | | | |
| Concept 1: Prewriting | | | | | |
| 9th-12th | PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed materials or other sources). | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 4. Establish a controlling idea appropriate to the type of writing. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing. | | | ✓ | ✓ |
| 9th-12th | PO 7. Use time management strategies, when appropriate, to produce a writing product within a set time period. | | ✓ | ✓ | ✓ |
| Concept 2: Drafting | | | | | |
| 9th-12th | PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Sequence ideas into a cohesive, meaningful order. | | ✓ | ✓ | ✓ |
| Concept 5: Publishing | | | | | |
| 9th-12th | PO 1. Prepare writing that follows a format for a purpose. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Write legibly. | | ✓ | ✓ | ✓ |

| Strand 2: Writing Components/Elements | | | | | |
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| 9th-12th | Concept 1: Ideas and Content | | | | |
| 9th-12th | PO 1. Maintain a clear, narrow focus to support the topic. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Write with an identifiable purpose and for a specific audience. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Provide sufficient, relevant, and carefully selected details for support. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 4. Demonstrate a thorough, balanced explanation of the topic. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 5. Include ideas and details that show original perspective and insights. | | ✓ | ✓ | ✓ |
| | Concept 2: Organization | | | | |
| 9th-12th | PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative , play, essay). | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Include a strong beginning or introduction that draws in the reader. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Place details appropriately to support the main idea . | | ✓ | ✓ | ✓ |
| 9th-12th | PO 4. Use effective transitions among all elements (sentences, paragraphs, ideas). | | ✓ | ✓ | ✓ |
| 9th-12th | PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 6. Create an ending that provides a sense of resolution or closure. | | ✓ | ✓ | ✓ |
| | Concept 3: Voice | | | | |
| 9th-12th | PO 1. Show awareness of the audience through word choice, style and an appropriate connection with, or distance from, the audience. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Choose appropriate voice (e.g., formal, informal, academic discourse) for the audience and purpose. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 4. Use engaging and expressive language that shows a commitment to the topic. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 5. Use language appropriate to purpose, topic, and audience. | | ✓ | ✓ | ✓ |
| | Concept 4: Word Choice | | | | |
| 9th-12th | PO 1. Use accurate, specific, powerful words that effectively convey the intended message. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Use vocabulary that is original, varied, and natural. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Use words that evoke clear images. | | ✓ | ✓ | ✓ |
| | Concept 5: Sentence Fluency | | | | |
| 9th-12th | PO 1. Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Demonstrate a flow that is natural and powerful when read aloud. | | ✓ | ✓ | ✓ |
| | Concept 6: Conventions | | | | |
| 9th-12th | PO 1. Use capital letters correctly for: a. proper nouns, c. literary titles, d. titles, e. abbreviations, f. proper adjectives. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Use commas to correctly punctuate: a. items in a series, b. greetings, and closing of letters, c. introductory words, d. direct address, f. compound sentences. | | ✓ | ✓ | ✓ |

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| 9th-12th | PO 3. Use quotation marks to punctuate: a. dialogue, b. titles of short work, c. exact words from sources. | | ✓ | | ✓ |
| 9th-12th | PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains). | | ✓ | ✓ | ✓ |
| 9th-12th | PO 9. Spell words correctly. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue. | | | | ✓ |
| 9th-12th | PO 11. Demonstate control of grammar and usage in writing: a. parts of speech, b. verb forms and tenses, c. subject/verb agreement; d. pronoun/antecedent agreement; e. parallel structure; f. comparative and superlative degrees of adjectives; g. modifier placement; h. homonyms. | | ✓ | ✓ | ✓ |
| Strand 3: Writing Applications | | | | | |
| Concept 4: Persuasive | | | | | |
| 11th-12th | PO 1. Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that: a. states a position or claim; b. presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; c. attributes sources of information when appropriate; d. structures ideas; e. acknowledges and refutes opposing arguments. | | | ✓ | ✓ |
| Concept 6: Research | | | | | |
| 9th-10th | PO 1. Write a research product that: a. incorporates evidence in support of a thesis or claim; b. integrates information and ideas from two or more pieces of reserach information; c. integrates direct quotes; d. uses internal citations; e. includes a works cited, bibliography, or reference page. | | ✓ | ✓ | ✓ |
| 11th-12th | PO 1. Write a research product that: a. incorporates evidence in support of a thesis or claim; b. integrates information and ideas from multiple primary and secondary sources; c. makes distinctions between the relative value and significance of specific data, facts, and ideas; d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate; e. integrates direct quotes; f. uses internal citations; g. includes a works cited, bibliography, or reference page | | ✓ | ✓ | ✓ |
| LISTENING & SPEAKING/VIEWING & PRESENTING | | | | | |
| Listening & Speaking | | | | | |
| 9th-12th | LS-D3. Communicate information expressively, informatively, and analytically through a variety of media to audiences inside or outside of school. | | ✓ | ✓ | ✓ |
| Viewing & Presenting | | | | | |
| 9th-12th | VP-P2. Plan, organize, develop, produce, and evaluate an effective multi-media presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides, and electronic media. . | | ✓ | ✓ | ✓ |
| 9th-12th | VP-D2. Expand abilities in developing multimedia presentations. | | ✓ | ✓ | ✓ |

| EDUCATIONAL TECHNOLOGY | | | | | |
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| Strand 1: Creativity & Innovation | | | | | |
| Concept 1: Knowledge and Ideas | | | | | |
| 9th-12th | PO 1. Analyze, evaluate, and synthesize information to generate new ideas, processes, and products. | | ✓ | ✓ | ✓ |
| Concept 4: Original Works | | | | | |
| 9th-12th | PO 1. Create innovative products or projects using digital tools to express original ideas. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Use digital collaborative tools to synthesize information, produce original works, and express ideas. | | ✓ | ✓ | ✓ |
| Strand 2: Communication & Collaboration | | | | | |
| Concept 1: Effective Communications and Digital Interactions | | | | | |
| 9th-12th | PO 2. Communicate information and ideas respectfully and effectively to multiple audiences using a variety of digital environments. | | ✓ | ✓ | ✓ |
| Concept 2: Digital Solutions | | | | | |
| 9th-12th | PO 1. Communicate and collaborate for the purpose of producing original works or solving problems. | | ✓ | ✓ | ✓ |
| Strand 3: Research & Information Literacy | | | | | |
| Concept 1: Planning | | | | | |
| 9th-12th | PO 1. Identify and defend effective key words, phrases, and strategies for conducting information searches. | | ✓ | ✓ | ✓ |
| Concept 2: Processing | | | | | |
| 9th-12th | PO 1. Locate and synthesize information utilizing advanced search strategies including a variety of search engines, metadata search engines, deep web searches and databases. | | ✓ | | |
| 9th-12th | PO 4. Synthesize research information to create new understanding and innovative solutions. | | ✓ | | |
| 9th-12th | PO 5. Apply ethical use of information and media by respecting the principles of copyrights, intellectual freedom and property rights, using information and media technology responsibly, and citing resources appropriately. | | ✓ | | |
| Strand 4: Critical Thinking, Problem-Solving, & Decision-Making | | | | | |
| Concept 1: Investigation | | | | | |
| 9th-12th | PO 1. Write essential questions to investigate a complex (multi-step) issue using digital tools and resources. | | ✓ | | |
| Concept 2: Exploring Solutions | | | | | |
| 9th-12th | PO 1. Plan and manage an individual learning project that collects multiple data sets from diverse sources, creating planning adjustments and course corrections from the knowledge gained. | | ✓ | | |

| Strand 6: Technology Operations and Concepts | | | | | |
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| Concept 1: Understanding | | | | | |
| 9th-12th | PO 3. Choose technology applications appropriate for the audience and task. | | ✓ | ✓ | ✓ |
| Concept 2: Application | | | | | |
| 9th-12th | PO 2. Compose a multiple section document that applies the most appropriate media and advanced formatting. | | | | ✓ |
| WORKPLACE SKILLS | | | | | |
| Standard 1 | | | | | |
| 1WP-P6. Create documents (e.g., letters, memos, manuals, graphs, flowcharts, directions, reports and proposals) that are clear, appropriate to the audience, subject matter and purpose, and exhibit the writer’s use of correct grammar, spelling and punctuation. | | | | | |
| 9th-12th | PO 1. Select style and format. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 2. Establish clear purpose for a specific audience. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Use correct grammar, spelling and punctuation. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 4. Create an acceptable document. | | ✓ | ✓ | ✓ |
| 1WP-P9. Infer and locate the meaning of unknown or technical vocabulary. | | | | | |
| 9th-12th | PO 1. Using available resources, determine the meaning of unknown or technical vocabulary. | | ✓ | ✓ | ✓ |
| 1WP-P10. Research and synthesize information and develop a written document to convey that information which is appropriate to the audience. | | | | | |
| 9th-12th | PO 2. Determine audience needs and interests. | | ✓ | ✓ | ✓ |
| 9th-12th | PO 3. Develop accurate and appropriate documents that synthesize the information using accurate grammar, mechanics, and vocabulary. | | ✓ | ✓ | ✓ |
| 9th-12th | 1WP-D4. Plan and produce an effective visual technical report or display | | ✓ | ✓ | ✓ |
| Standard 3 | | | | | |
| 3WP-P1. Develop a plan to solve complex problems by gathering, selecting and analyzing data; include determining the history and politics of the situation. | | | | | |
| 9th-12th | PO 1. Identify the problem. | | | ✓ | ✓ |
| Standard 4 | | | | | |
| 9th-12th | PO 4. Teach others new skills. | | | | ✓ |
| 4WP-P7. Demonstrate punctuality, trustworthiness, civility and initiative on school projects. | | | | | |
| 9th-12th | PO 1. Complete school projects on time, with integrity, while displaying conduct befitting a citizen of the class. | | ✓ | ✓ | ✓ |

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| | Standard 5 | | | | |
| 9th-12th | 5WP-D1. Evaluate goals and career options and adjust their career plans accordingly. | | | | |
| | VISUAL ARTS | | | | |
| | Standard 1: Create | | | | |
| | Concept 1: Creative Process | | | | |
| 9th-12th | PO 403. Demonstrate the ability to solve environmental, industrial, technological, or commercial problems in his or her own artwork . | | | | |
| | Concept 3: Meanings and Purposes | | | | |
| 9th-12th | PO 401. Create original artworks that communicate substantive meanings or achieve intended purposes, (e.g., cultural, political, personal, spiritual, commercial). | | | | |