



Curriculum Map- Scope and Sequence: High School Anatomy & Physiology

Saddlebrook Preparatory School

Purpose of Planning	Unit One Intro to A&P Q1, W1-2	Unit Two Organization Q1, W3-9	Unit Three Support Systems Q2, W10-15	Unit Four Senses and Responses Q2-Q3, W16-20	Unit Five Cardiovascular Q3, W21-25
Unit Topic and Overview:	The study of anatomy and physiology familiarizes us with vocabulary of everything from the cellular level to body systems the body needs for homeostasis.	The study of the organization of life is broken down to chemical components of matter, cellular level, and tissue types.	The study of support systems includes the integumentary, skeletal, and muscular systems.	The study of senses and responses connects brain, ears, eyes, and glands to maintain homeostasis as it sends messages throughout the body.	The study of the cardiovascular system is broken down into the components of blood, and the organs involved in its movement.
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of cells, characteristics of life, and major body systems from biology coursework.	Students should have background knowledge of the chemistry of life, cells (including organelles, functions, and processes) and building tissues.	Students should have background knowledge of basic purposes for skin, bones, and muscles.	Students should have background knowledge of body organs that respond to senses.	Students should have basic background knowledge of the cardiovascular system.
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	<p>Students will demonstrate knowledge of advanced vocabulary needed for the study of anatomy and physiology.</p> <p>Essential Questions: 1. Mark anatomy diagram for all major body systems with the correct advanced vocabulary. 2. Summarize major themes that connect biology with the study of anatomy and physiology.</p>	<p>Students will demonstrate knowledge of understanding the chemical, cellular, and tissue level organization using both vocabulary and diagrams to explain connections of the levels of organization.</p> <p>Essential Questions: 1. Explain the connection of elements involved in body processes to homeostasis of chemical organization of the body. 2. Compare and contrast the connection for compound and energy requirements for any cellular molecule movement. 3. Develop a scheme to identify muscle tissues in two steps.</p>	<p>Students will demonstrate knowledge of the support system through anatomical diagrams and applying concepts in clinical case study examples.</p> <p>Essential Questions: 1. Given clinical examples, hypothesis a diagnosis for integumentary conditions exhibited by the patients. 2. Correctly label all bones in the adult skeleton and explain the important role it plays. 3. Correctly label all muscles in the adult body and explain the important role it plays.</p>	<p>Students will demonstrate knowledge of senses and responses through anatomical diagrams and applying concepts with diagnosis/treatments in clinical case study examples.</p> <p>Essential Questions: 1. Correctly label diagrams and hypothesize diagnosis for injuries related to nerve damage. 2. Correctly label diagrams and hypothesize diagnosis for sight or sound deficiencies. 3. Correctly label diagrams and hypothesize diagnosis for any part of the endocrine system.</p>	<p>Students will demonstrate knowledge of the cardiovascular system based on the components and functions of blood, the major vessels and organs involved, and apply the concepts to diagnosis/treatments in clinical case study examples.</p> <p>Essential Questions: 1. Given common symptoms, hypothesize a diagnosis for the deficiency in the blood. 2. Correctly label diagrams and hypothesize diagnosis for cardiovascular symptoms in clinical examples. 3. Correctly label diagrams and hypothesize diagnosis for symptoms relating to blood vessels or circulation problems.</p>



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<p style="text-align: center;">Anchor Text and Supplemental Texts</p> <p>*Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 1 Intro to A&P (pg1-28)</p> <p>Literary Texts:</p> <p>Informational Texts: From Library- will vary with student project topics</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 2 Chemical Level of Organization (pg 29-27) Ch 3 Cell Structure and Function (pg 58-91) Ch 4 Tissue Level of Organization (pg 92-120)</p> <p>Literary Texts:</p> <p>Informational Texts:</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 5 The Integumentary System (pg 121-141) Ch 6 The Skeletal System (pg 142-193) Ch 7 The Muscular System (pg 194-245)</p> <p>Literary Texts:</p> <p>Informational Texts: Silver, D. and Wynne, P. <i>The Body Book</i>. Scholastic, New York, 1993.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 8 The Nervous System (pg 246-305) Ch 9 The General and Special Senses (pg 306-344) Ch 10 The Endocrine System (pg 345-379)</p> <p>Literary Texts:</p> <p>Informational Texts: Silver, D. and Wynne, P. <i>The Body Book</i>. Scholastic, New York, 1993.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 11 The Cardiovascular System: Blood (pg 380-404) Ch 12 The Cardiovascular System: The Heart (pg 405-427) Ch 13 The Cardiovascular System: Blood Vessels and Circulation (pg 428-469)</p> <p>Literary Texts:</p> <p>Informational Texts: Silver, D. and Wynne, P. <i>The Body Book</i>. Scholastic, New York, 1993.</p>
<p style="text-align: center;">Multi-Media Links:</p> <p>*Videos, presentations, any and all supplemental online material.</p>	<p>-Discovery Education Video: The Ultimate Guide: Human Body (Grades 09-12)</p> <p>-Discovery Education Video: Just the Facts: The Human Body: Major Systems and Organs</p> <p>-Discovery Education Video: Science Investigations Life Science Investigating Human Biology</p>	<p>-Discovery Education Video: The Basics of Biology: How Living Things Are Structured</p> <p>-Discovery Education Video: Cells: The Basic Units of Life</p>	<p>-Discovery Education Video: Human Body Systems: The Skeletal and Muscular Systems</p> <p>-Discovery Education Video: The Human Body: The Ultimate machine</p> <p>Bones and muscles segment</p>	<p>-Discovery Education Video: Standard Deviants School Anatomy: Eyes and Ears</p> <p>-Discovery Education Video: First Aid for Sports Injuries</p>	<p>-Discovery Education Video: Blood</p> <p>-Discovery Education Video: Science Investigations Life Science Investigating Human Biology</p> <p>Cardiovascular part</p>



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Outlining student driven experiment/project -Scientific research methods on student laptops -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>
<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, weekly check points for student project, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs. *Semester 1 Final Exam</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>



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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>-Body Book "Life Sized" Model of Body Systems (Science, Math, Visual Arts, Technology)</p>	<p>-Cell Processes Dialogue (Science, LA/Writing, Speaking, Technology, Humanities)</p>	<p>-Bones and Muscles Rap (Science, LA/Writing, speaking, Technology, Humanities)</p>	<p>-Sports Injuries Project (Science, LA/Writing, Math, Technology, History, Medicine, Sports)</p>	<p>-Cardiovascular Health Awareness Campaign (Science, LA/Writing, Math, Technology, Speaking, Sports, Medicine, Humanities)</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p>CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.N.1.1-SC.912.N.1.7, SC.912.N.2.1-SC.912.N.2.5, SC.912.N.3.1-SC.912.N.3.5, SC.912.N.4.1-SC.912.N.4.2</p>	<p>CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.18.2,SC.912.L.18.3, SC.912.L.18.4,SC.912.L.18.1, SC.912.L.18.11, SC.912.L.14.2, SC.912.L.16.8, SC.912.L.14.11, HE.912.C.1.3</p>	<p>CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.12 , SC.912.L.14.13, SC.912.L.14.14, SC.912.L.14.16, SC.912.L.14.17, SC.912.L.14.18, SC.912.L.14.20</p>	<p>CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.21, SC.912.L.14.23, SC.912.L.14.24, SC.912.L.14.25, SC.912.L.14.26, SC.912.L.14.28, SC.912.L.14.49, SC.912.L.14.29, SC.912.L.14.30, SC.912.L.14.32, SC.912.L.14.50</p>	<p>CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.34, SC.912.L.14.35, SC.912.L.14.6, SC.912.L.14.36, SC.912.L.14.38, SC.912.L.14.39, SC.912.L.14.41, HE.912.C.1.4</p>



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Integrated CCSS Writing Standards (List): *See Below for Links	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9
Links to CCSS/NGSSS Curriculum Standards:	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 9-12, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
Purpose of Planning	Unit Six Major Processing Systems Q4, W26-29	Unit Seven Digestion Q4, W30-33	Unit Eight Reproduction & Growth Q4, W34-36		
Unit Topic and Overview:	The study of major processing systems includes the lymphoid system, immune system, and the respiratory system.	The study of digestion connects the process of digestion to the body's nutrition, metabolism, and excretory system.	The study of reproduction, growth, and inheritance enable all species to continue in existence.		
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of the connection to homeostasis to maintaining good health.	Students should have background knowledge of digestion and excretory systems.	Students should have background knowledge of reproductive systems and genetics/inheritance patterns.		



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will demonstrate knowledge of lymphoid system, immune system, and respiratory system through anatomical diagrams and applying concepts in clinical case study examples.</p> <p>Essential Questions: 1. Correctly label diagrams and hypothesis diagnosis for any part of the lymphoid system. 2. Correctly label diagrams and hypothesis diagnosis for any part of the respiratory system.</p>	<p>Students will demonstrate knowledge of digestion, nutrition, metabolism, and excretory functions through anatomical diagrams and applying concepts in clinical case study examples</p> <p>Essential Questions: 1. Correctly label diagrams and hypothesis diagnosis for any part of the digestive system. 2. Apply the principles of nutrition to maintaining homeostasis for teen athletes during Food Journaling Project. 3. Correctly label diagrams and hypothesis diagnosis for any part of the urinary system.</p>	<p>Students will demonstrate knowledge of reproduction and growth through anatomical diagrams and applying concepts in clinical case study examples</p> <p>Essential Questions: 1. Correctly label diagrams and hypothesis diagnosis for any part of the male or female reproductive system. 2. Correctly label diagrams and outline the process of gestation, additionally hypothesis diagnosis for any genetic issues during gestation.</p>		
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 14 The Lymphoid System and immunity (pg 470-501) Ch 15 The Respiratory System (pg 502-533)</p> <p>Literary Texts:</p> <p>Informational Texts: Silver, D. and Wynne, P. <i>The Body Book</i>. Scholastic, New York, 1993.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 16 The Digestive System (pg 534-573) Ch 17 Nutrition and Metabolism (pg 574-599) Ch 18 The Urinary System (pg 600-637)</p> <p>Literary Texts:</p> <p>Informational Texts: Silver, D. and Wynne, P. <i>The Body Book</i>. Scholastic, New York, 1993.</p>	<p>Anchor Texts: Frederic H. Martini and Edwin F. Bartholomew, <i>Essentials of anatomy & physiology</i>, Fifth Ed. San Francisco, Boston, New York: Benjamin Cummings, 2010. Ch 19 The Reproductive System (pg 638-671) Ch 20 Development and Inheritance (pg 672-702)</p> <p>Literary Texts:</p> <p>Informational Texts:</p>		
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>-Discovery Education Video: Human Body Systems: The Endocrine System -Discovery Education Video: Alcohol and Your Body</p>	<p>-Discovery Education Video: Standard Deviants School Human Nutrition: Energy Balance -Discovery Education Video: Lily Series: Lily Does Lunch: Nutrition at Noon</p>	<p>-Discovery Education Video: Curiosity: Life before Birth</p>		



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>	<p>-Bell work and discussion of Essential Questions -Lecture with PowerPoint, students take notes on laptops -Focused reading of anchor text and vocabulary -Activities/Labs reinforce topics with hands-on experiments in the local environment</p>		
<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs.</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p>Informal Assessments: Bell work/Exit slips daily, class lectures/discussions, checking focused reading answers/HW.</p> <p>Formal Assessments: Chapter quiz, unit test, and activities/labs. *Semester 2 Final Exam</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>		
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>-Teen Athlete Immunity/Respiration (Science, LA/Writing, Math, History, Nutrition, Sports, Exercise Science, Technology)</p>	<p>-Nutrition Journals/Project (Science, LA/Writing, Math, Nutrition, Sports, Exercise Science, Technology)</p>	<p>-Baby Development Project (Science, LA/Writing, Math, Nutrition, Sociology, Technology)</p>		



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Honors Course Differentiation(s):	N/A	N/A	N/A		
Integrated Common Core or NGSSS Standards (List): *See Below for Links	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.44, SC.912.L.14.42, SC.912.L.14.52	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.47, SC.912.L.14.46	CCSS.ELA-Literacy.RST.9-10.1 CCSS.ELA-Literacy.RST.9-10.2 CCSS.ELA-Literacy.RST.9-10.3 CCSS.ELA-Literacy.RST.9-10.4 CCSS.ELA-Literacy.RST.9-10.5 CCSS.ELA-Literacy.RST.9-10.6 CCSS.ELA-Literacy.RST.9-10.7 CCSS.ELA-Literacy.RST.9-10.8 CCSS.ELA-Literacy.RST.9-10.9 CCSS.ELA-Literacy.RST.9-10.10 SC.912.L.14.33		
Integrated CCSS Writing Standards (List): *See Below for Links	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.1 CCSS.ELA-Literacy.W.9-10.2 CCSS.ELA-Literacy.W.9-10.4 CCSS.ELA-Literacy.W.9-10.5 CCSS.ELA-Literacy.W.9-10.7 CCSS.ELA-Literacy.W.9-10.9		
Links to CCSS/NGSSS Curriculum Standards:	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 9-12, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				

