



ARIN Intermediate Unit
2895 W Pike
Indiana, PA 15701-9769

Regional Education Service Agency

PHONE: 724-463-5300
FAX: 724-463-5315
EMAIL: info@iu28.org
WEB: iu28.org

2009 Summer School Program

Course Description Handbook

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ARIN Summer School Philosophy

Students learn at different rates as well as through differentiated instructional strategies. The ARIN IU 28 Summer School Program is committed to helping students to supplement course work in which they were not successful during the regular school year. The goal is to help students to achieve the required competencies and skills, thereby earning a passing grade. This will be accomplished through a standards-based instructional program in an environment that stresses clear expectations, attendance, safety, fairness, and respect for others.

This Course Description Handbook contains information about courses to be offered in the upcoming summer school program. ARIN summer school faculty, in consultation with ARIN's summer school administration, created these courses based on enrollment patterns over the last seven years. Additional courses may be created and offered based on demand and a ten-student minimum enrollment.

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>Algebra I</u>
Grade Level:	NA
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will provide a basic review of key Algebra I concepts. The importance of organizational skills, responsibility toward class work, and on-task behaviors will be stressed.

Algebra I Curriculum

Standard	Objective:	Unit of Study	Projected Days of Instruction
2.1.8.C	Add, subtract, multiply and divide signed numbers.	Signed Numbers	2
2.1.8.E	Evaluate algebraic expressions.	Algebraic Expressions	1
2.8.11.A	Recognize and combine like terms.	Like Terms	1
2.3.8.D	Use Order of Operations to calculate mixed operation problems.	Order of Operations	1
2.8.8.A	Use the distributive property to simplify expressions.	Distributive Property	1
2.1.11.A	Solve equations involving one operation.	Equations	2
2.8.11.C	Solve equations involving more than one operation including parentheses and variables on both sides.	Equations	3
2.8.8.C	Translate sentences into algebraic expressions.	Algebraic Expressions	1
2.8.8.D	Use equations to solve word problems.	Word Problems	2
2.11.8.B	Compare integers.	Integers	1
2.5.8.A; 2.8.8.A	Graph solutions of equations and inequalities on a number line.	Number line Representations	1
2.3.8.A	Use appropriate formulas to find perimeter, area, and volume.	Perimeter, Area, and Volume	1
2.5.11.A 2.8.8.F;	Construct charts for, write equations for, and solve word problems including uniform motion and money problems.	Word Problems	1
2.8.8.B	Add, subtract, multiple polynomials.	Polynomials	1
2.8.8.B	Divide polynomials by monomials.	Monomials	1
2.2.11.A	Find prime factorization of a number.	Factorization	1
2.8.8.C	Factor a polynomial using a monomial factor.	Factoring Polynomials	1
2.8.8.E	Factor a trinomial using appropriate method.	Factoring Trinomials	1
2.8.8.E	Factor a binomial using appropriate methods.	Factoring Binomials	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Class discussions
- B. Chalkboard activities
- C. Worksheets
- D. Quizzes
- E. Tests

Resources:

Developing Skill in Algebra. Book A
Mathematics Applications and Connections. Glencoe
Algebra I. : Merrill, 1990.
Practice, Practice, Practice. Book II

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>Algebra II</u>
Grade Level:	NA
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will provide a review of key Algebra II skills.

Additionally, the classroom environment in the ARIN Summer School Algebra II provides:

- the opportunity for active and responsible engagement in learning mathematics
- an atmosphere of review and application
- in-depth investigation as well as analysis of intriguing situations and problems
- ample opportunities for reflection and interaction
- mathematical connections to everyday life

Algebra II Curriculum

Standards	Objective:	Unit of Study	Projected Days of Instruction
2.1.8.B	Use properties of powers to simplify expressions.	Expressions	1
2.2.11.C; 2.8.11.L; 2.8.11.M	Write the equations of a line given the slope and a point on the line.	Equations	.5
2.2.11.C; 2.8.11.L; 2.8.11.M	Write the equation of a line given two points on the line.	Equations	.5
2.8.11.F; 2.8.11.G; 2.8.11.H	Solve systems of equations by graphing.	Equations	1
2.8.11.F; 2.8.11.G; 2.8.11.H	Solve systems of equations by substitution.	Equations	1
2.8.11.F; 2.8.11.G; 2.8.11.H	Solve systems of equations by elimination.	Equations	1
2.1.11.A; 2.8.8.E; 2.8.11.N	Solve equations involving square roots.	Equations	.5
2.1.11.A; 2.8.8.E; 2.8.11.N	Solve one and two step equations.	Equations	.5
2.2.11.A	Write and evaluate algebraic expressions given verbal representation.	Equations	.5
2.1.11.A; 2.5.11.A; 2.8.8.C; 2.8.11.D; 2.8.11.N	Write and solve algebraic equations given problem solving situation.	Equations	1
2.1.11.A; 2.8.8.E; 2.8.11.N	Solve complex equations using the distributive property and combination of like terms.	Equations	1
2.1.11.A; 2.8.8.E; 2.8.11.N	Solve equations using short-cuts (i.e. multiplication property of equality)	Equations	.5
2.8.11.A; 2.8.8.H; 2.8.11.K; 2.8.11.Q	Graph equations using tables, intercepts, and slope intercept methods	Equations	2
2.8.11.F; 2.8.11.G; 2.8.11.H; 2.8.11.I	Solve systems of equations using matrices	Equations	1

2.8.11.I	Add, Subtract, and Multiply matrices	Matrices	1
2.8.11.N	Find “zeros” of quadratic equations (zero product property, quadratic formula, and completing the square).	Polynomials	3
2.8.11.N	Find the vertex and line of symmetry of a parabola (quadratic equation) and sketch the parabola.	Polynomials	1
NCTM Algebra 9-12	Factor polynomials. (perfect squares, difference of squares, foil, etc.)	Polynomials	1
NCTM Algebra 9-12	Simplify Rational Expressions	Rational Expressions	1
NCTM Algebra 9-12	Divide Polynomials (long division and synthetic division)	Rational Expressions	1
NCTM Algebra 9-12	Multiply and Divide Rational Expressions	Rational Expressions	1
NCTM Algebra 9-12	Add and Subtract Rational Expressions	Rational Expressions	1
NCTM Algebra 9-12	Solve Rational Equations	Rational Expressions	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Quizzes
- B. Oral Quiz
- C. Observation of Individual Student Work
- D. Test

Bibliography:

Advanced Algebra. The University of Chicago School Mathematics. Glenview: Scott, Foresman and Company, 2002.
Algebra I. Englewood Cliffs: Prentice Hall, 1990.
Algebra II with Trigonometry. Upper Saddle Ridge: Prentice Hall, 2001.

Resources:

Ruler

Texas Instrument Graphing Calculator

Algebra Tiles

ARIN Intermediate Unit #28
Summer School Course

Course Title: American and Pennsylvania History 1776-1920

Grade Level:	NA
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will provide students with a general knowledge of American and Pennsylvania historical topics that begin chronologically with North America during the Native American Era. Following these topics is a study of the Revolutionary War era as well as the causes and effects of the Civil War, Westward Expansion, and the Industrial Revolution. Students will exit the 19th century with discussions about the construction of the Panama Canal, the Spanish American War and the causes and effects of World War I. Interwoven throughout the United States History portion of the class is Pennsylvania History that correlates with the appropriate time period and events.

American History 1776-1920 Curriculum:

Standard	Objective:	Unit of Study	Projected Days of Instruction
8.2.6.C, D; 8.2.9.C, D; 8.3.6.A, C	Describe and map the development of Pennsylvania and its county system.	Pennsylvania History	On-going
8.1.9.B	List and map the states in order as they entered the Union.	American Expansion	On-going
8.3.6.A, C; 8.3.9.D	Analyze Native American history considering history, nations, migration, cultures, and art.	American Expansion and Native American History	3
8.1.6.C; 8.1.9.A; 8.2.6.A, B; 8.2.9.A; 8.3.6.A, B, C, D	Identify the important aspects of the Declaration of Independence and its relationship to the Revolutionary War, including aspects of what precipitated the war, Benjamin Franklin's role, and William Penn and the Quakers.	Revolutionary War	2
8.1.6.B; 8.3.6.A, B	Describe the main ideas and concepts of the U.S. Constitution.	U.S. Constitution	2
8.2.6.B, D; 8.3.6.A; 8.3.9.A, C, D	Identify and analyze the causes and effects of the Civil War including the issues of state's rights versus national government, the underground railroad, slavery, plantation versus industrial life, Black codes, Jim Crow laws, and Reconstruction.	Civil War	2

8.1.6.A, C, D; 8.1.9.A; 8.3.9.C, D	Trace the expansion of the United States to the Pacific Ocean as a result of industrial growth and development of the Transcontinental Railroad, gold and silver rushes, cattle drives, conflicts with Native Americans, Tex-Mex war, U.S.-Mexican War, and Oregon and Santa Fe Trails.	Westward Expansion of America	2
8.3.9.C	Determine how land policies of the U.S. Federal Government encouraged settlers to move west.	Homestead Acts	1
8.1.6.A; 8.3.6.A	Discuss the Native American (Indian) wars with the U.S. Government using timelines and maps.	Native American History	2
8.1.6.A, C; 8.1.9. A; 8.2.6.A, B, C; 8.2.9.A, C, D; 8.3.9.A, C; 8.3.6.C	Describe the events and effects of the Industrial Revolution on the United States including the great inventions and their inventors, factory girls, development of cities, company towns, anti-Irish riots, assembly lines and child labor laws.	Industrial Revolution	4
8.2.9.B, C; 8.3.9. B, C	Describe the important developments of cities from the industrial era to World War I.	Industrial Revolution	On-going
8.3.9.C, D	Name the causes, events, and results of the Spanish-American War.	Spanish American War	2
8.1.6.A, C; 8.3.9.A, C, D	Identify the rationale for the construction of the Panama Canal, considering President Roosevelt and trade issues as well as World War I.	Panama Canal	2
8.1.6.A, C; 8.3.9.D	Describe, analyze and discuss the key issues related to World War I including the causes, key events such as Panama Canal, President Wilson, the Big Four, Allies, Central Power, the U.S. involvement, and the Treaty of Versailles.	World War I	2

8.3.9.A, C	Discuss the influential, non-political people who changed U.S. History including but not limited to Susan B. Anthony, Andrew Carnegie, Thomas Edison, Alexander Graham Bell, Eli Whitney.	Inventors and Inventions	On-going
8.2.9.B, C; 8.3.9.B, C, D	Explain the key aspects that promoted the U.S. expansion between the end of the Civil War and the beginning of World War I including Commodore Perry, Alaska, Hawaii, war with Spain, Theodore Roosevelt, William H. McKinley, conservation, 19 th Amendment, Panic of 1893, and populists.	Expansionism	2

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Tests
- B. Readings/followed by a written report
- C. Research Projects
- D. Oral Reports
- E. Maps
- F. Review Questions
- G. Worksheets

Resources:

America, The People and The Dream. Volume II ed. Glenview: Scott, Foresman and Company, 1994.
 "Pennsylvania Counties." <www.pacounties.org>.
The Indiana Gazette daily during the instructional period

**ARIN Intermediate Unit #28
Summer School Course**

Course Title: American and Pennsylvania History 1900-Present

Grade Level: 7-12

Type of Offering: Remedial

Eligibility: Failure of course in home district

Periods Per Week: 5

Length of Course: 24 days over five weeks

Total Instructional Hours: 48 hours; 2 hours/day

Unit of Credit: 1

Grading: Letter Grade

Revision Date: August 1, 2005

Course Description: This course is designed to provide students with an overview of central themes in U.S. History in the 20th Century. Emphasis is placed on political and social developments that have led to the current position of the United States as a major world player. Students will have the opportunity to explore certain issues in greater depth and to develop skills as appropriate.

American History 1900 - Present Curriculum:

Standard	Objective:	Unit of Study	Projected Days of Instruction
8.3	Identify and describe the ideals of the Progressive Movement.	I	1
8.3	Identify and evaluate the Progressive presidents.	I	2
5.4; 8.3	Identify and explain WWI causes and events.	I	2
8.3	Identify significant WWII individuals and actions	II	2
8.3	Assess the impact of WWII on domestic issues.	II	1
5.4; 8.3	Identify and evaluate the effects of WWII on the Cold War and the nuclear arms race.	II	2
5.2; 5.3; 8.3	Describe the presidential election process, with special attention to 1960 and the role of the media.	III	1
5.4; 8.3	Trace and evaluate the development of US involvement in Vietnam.	III	3
8.3	Describe the 1960s counterculture movements.	III	1
8.3	Narrate and evaluate the events of Watergate.	IV	2
8.3	Evaluate the Ford and Carter presidencies.	IV	1
8.3	Identify and evaluate key Reagan-era policies.	IV	2
8.1	Research a significant figure in American History.	V	2
8.1; 8.3	Create and present a research project using PowerPoint.	V	2
8.1; 8.3	Synthesize and present knowledge in essay form.	V	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Daily observation and evaluation of participation
- B. Regular homework assignments
- C. Periodic quizzes and chapter tests
- D. Research project and presentation
- E. Final Examination

Textbook:

Boyer, Paul, and Sterling Stuckey. The American Nation in the Twentieth Century. Austin: Holt, Rinehart and Winston, 1996.

Resources:

Excerpts from: Upton Sinclair, *The Jungle*.

Excerpts from: Erich Maria Remarque, *All Quiet on the Western Front* and 1930 movie of the same name.

Primary source: World War II-era illustrations of “Rosie the Riveter”

Documentary: “Race for the Superbomb” from the PBS series *The American Experience*

Video clips: 1960 Presidential Debate: John F. Kennedy and Richard M. Nixon

Excerpts from assorted Vietnam-era documentaries

Excerpts from: *The Green Berets*, starring John Wayne

Assorted 1960’s protest songs

Documentary: *Watergate: Plus 30*

Primary source: 1970’s political cartoons re: Nixon Presidency and Watergate

Primary source: 1980’s political cartoons re: Reagan Administration

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>Biology</u>
Grade Level:	NA
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course has a core theme in the study of biology and the relationship between structure and function. This reductionistic view into the study of life will serve as the focus for instruction into the core concepts addressed in a typical introductory level biology course.

Biology Curriculum

Standard	Objective:	Unit of Study	Projected Days of Instruction
3.2.10.B	Apply the scientific method to the controversy of biogenesis versus abiogenesis.	Process of Science	2.0
3.4.10.A	Relate basic chemistry and biochemistry to cellular homeostasis.	Biological Chemistry	4.0
3.3.10.A	Determine how differences in cell structure necessitate a difference in cell function.	Cell Structure and Function	1.0
3.3.10.C	Analyze how DNA structure/function affects DNA expression (protein synthesis).	DNA Structure	3.0
3.3.10.D	Identify the effects of mutation and crossing over as agents of evolution.	Cell Division	1.0
3.3.10.B	Evaluate how variations in metabolic pathways (cellular respiration versus the fermentation pathways) have an effect upon the rate of growth, reproduction, and the evolution of multicellularity.	Cellular Respiration	3.0
3.3.10.D	Apply evidence of evolution to its inter-relatedness of life.	Evolution	2.0
3.3.10.C	Apply basic Mendelian genetics to the establishment of heredity patterns.	Mendelian Genetics	4.0
3.3.10.C	Analyze how the uniformity of the cell cycle among organisms, through varying duration, is a constant among living things.	Cell Division	1.0
3.3.10.A	Determine the interrelationship between autotrophs and heterotrophs.	Introduction and taxonomy	1.0
3.3.10.C	Apply the principles of DNA technology to today's society.	Technology and Society	2.0

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Section/Chapter Homework Assignments
- B. Section/Chapter Quizzes
- C. Labs
- D. Study Guides

Resources:

Johnson, George B., and Peter H. Raven. Principles and Explorations. Orlando: Holt, Rinehart and Winston, 1997.

ARIN Intermediate Unit #28
Summer School Course

Course Title: Civics, Government, and Economics

Grade Level: NA

Type of Offering: Remedial

Eligibility: Failure of course in home district

Periods Per Week: 5

Length of Course: 24 days over five weeks

Total Instructional Hours: 48 hours; 2 hours/day

Unit of Credit: 1

Grading: Letter Grade

Revision Date: August 1, 2005

Course Description: This course is designed to provide students with an in-depth understanding of selected topics involving economics and the United States government. The curriculum includes a substantial series of probing discussions and lectures evolving around the United States Constitution, political parties and civic responsibilities. The economics component of the class reflects a more complex understanding of the American corporate system, including an awareness of our industrial past, nature of marketing, and the “soul” of the American consumer. Additionally, students learn to recognize the global nature of our economy today.

Civics, Government and Economics Curriculum

Standard	Objective:	Unit of Study	Projected Days of Instruction
5.1.9.B; 5.1.12.B. E, F, H	Identify the causes and results of the “Declaration of Independence” and the risks for the signers.	Declaration of Independence	1
5.1.12.C, E, F, I, J; 5.2.12.E, F, G, L; 5.3.12.A, B, I	Understanding the ideals that shaped the U.S. Government; analyze the Bill of Rights; analyze the importance of laws to protect individual rights; analyze our duties and responsibilities as citizens.	Bill of Rights and Constitution	On-going
5.2.9.A, B; 5.2.12.A, B; 5.3.12. K	Understand the importance of citizen participation in government, especially at the local and county levels. Contrast the rights of people in other countries governments.	Pennsylvania Constitution	2
5.3.12.A, B, C, D; 5.4.12.B, D	Analyze and evaluate the structure of the U.S. Constitution, Pennsylvania state government, and Indiana County government.	U.S. Constitution, Pennsylvania Constitution and County Government	On-going
5.3.12.E, F	Evaluate the election process.	Political Process Systems	1
5.3.12.C	Evaluate the process of how a Bill becomes a Law.	Legislative Branch of Government	1
5.3.12.I	Describe the various costs to the U.S. Government and how the government raises money through taxes to manage its costs.	Executive Branch	1
5.3.12.J; 6.2.12.K; 6.3.12.B	Evaluate propaganda, advertising and consumerism.	Marketing to the United States Consumer	1
6.2.12.E; 6.3.12.B, E	Analyze the cost versus benefits ratio of industrial progress.	Industrial Progress, Cost versus Benefit	1
6.2.12.A	Analyze the functions of money, credit, banking, and	Banking	1

	investing.		
6.1.12.A, B	Differentiate between the economic systems of communism, capitalism, and mixed economies.	Economic Systems	1
6.1.12.C; 6.2.12.D; 6.3.12.C; 6.4.12.D	Evaluate the significance of current important national, state, and local economic, political, social, and legal issues.	Current Events	On-going
6.2.12.H	Analyze the effects of competition on business here and abroad.	Business and Microeconomics	2
6.1.12.D; 6.2.12.A, D; 6.3.12.C; 6.4.12.C, D, E	Analyze the impact of global economic development here and abroad.	Global Economic Development	3
6.4.12.G	Evaluate characteristics and distribution of international economic activities.	Global Economic Development	2

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Tests
- B. Readings/followed by a written report
- C. Projects
- D. Newspaper Projects
- E. Oral Reports
- F. Maps
- G. Review Questions
- H. Worksheets

Resources:

Harley, and Vincent. *American Civics*. Austin: Holt, Rinehart and Winston, 1996.
The Indiana Gazette current issues for the period of instruction
Declaration of Independence
Bill of Rights
U.S. Constitution
PA Constitution
Reputable Internet Sources
Supreme Court Case Law
Legislative Acts of Congress

ARIN Intermediate Unit #28
Summer School Course

Course Title: **English**

Grade Level: 7-9

Type of Offering: Remedial

Eligibility: Failure of course in home district

Periods Per Week: 5

Length of Course: 24 days over five weeks

Total Instructional Hours: 48 hours; 2 hours/day

Unit of Credit: 1

Grading: Letter Grade

Revision Date: August 1, 2005

Course Description: This course will review the basics of grammar, literary terms, and writing, with an emphasis on vocabulary development.

English Curriculum: 7-9

Standard	Objective:	Unit of Study	Projected Days of Instruction *
1.7.8.A, B, C; 1.5.8.F	Identify the parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositional phrases; identify dependant and independent clauses, conjunctions, and correct mistakes in sentences.	Grammar	20
1.1.8.D, H; 1.2.8.C; 1.3.8.A, B, C; 1.5.8.A, B, C, D, F; 1.6.8.B, D, E	Analyze literature including genre, conventions, literary elements, time period, and audience.	Stories	12
1.1.8.C, E, F; 1.7.8.A, C	Isolate key vocabulary words from a story and define them utilizing context clues. Utilize the new vocabulary in writing.	Vocabulary	12
1.4.8.A, B, C 1.5.8.A, B, C, D	Given a series of prompts, write persuasive, informative, and creative papers based on PSSA five-paragraph format.	Writing	20
1.4.8.A, B, C 1.5.8.A, B, C, D	Write stories paying particular attention to genre, grammatical and mechanical conventions, dialogue, citations, literary elements and figures of speech.	Writing	20

*Special note: Multiple objectives are covered each day.

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Oral questions/Discussion
- B. Worksheets
- C. Written pieces
- D. Vocabulary
- E. Quizzes/Tests
- F. Mid-Term
- G. Final

Resources:

Carroll, Lewis. "Jabberwocky." The Academy of American Poets. 2002. <www.poets.org>.

Crack the Case game, Milton Bradley, 1993

Kittredge, William, and Steven M. Krauzer. The Great American Detective. New York: Signet, 1978.

Knox, Ronald A. "Father Knox's Ten Commandments." June 30, 2005. <www.diogenes-club.com/knoxrules>.

(2005) Pittsburgh Post Gazette.

"My Word" game, Out of the Box Publishing, 2004

Sobol, Donald J. Two-Minute Mysteries Collection. New York: Scholastic, 2004.

Webster's New World College Dictionary, 4th Edition, 2001

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>English</u>
Grade Level:	10-12
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will emphasize writing and the writing process. The literature focus will be the short story and poetry. Vocabulary development and grammar will be stressed throughout all units of study as appropriate. Public speaking skills will be stressed.

English Curriculum: 10-12

Standard	Objective:	Unit of Study	Projected Days of Instruction *
1.1.11.A-D, H; 1.2.11.A, C; 1.3.11; 1.4.11; 1.5.11.A	Students will demonstrate their understanding of what they have read by summarizing the works read in their own words as well as answering objective questions.	Poetry Short Story Writing Public Speaking	24
1.4.11.A; 1.5.11.A	Students will write fully detailed short stories. Their stories will include an introduction, at least three body paragraphs as well as a conclusion, with each segment containing at least three sentences using description, suspense and climax. Students will use the “writing process” techniques of prewriting, drafting, peer evaluation, revision(s), and publication.	The Short Story	6
1.1.11.C, F	Students will demonstrate their command of vocabulary words by using them correctly in their writing.	All Units	24
1.6.11.A, C, D	Students will demonstrate their ability to effectively communicate orally through speech presentations. They will conduct an interview and make a presentation based on that as well as deliver a 3-5 minute informative speech.	Public Speaking	6
1.1.11.A, D, H; 1.3.11.D; 1.4.11.A; 1.5.11.A; 1.7.11.B	Students will demonstrate their ability to write a “formal” paper by either writing a letter of complaint or a comparison between two products using standard English following a specified format for the assignment.	Writing	6

1.5.11.D, F	Students will demonstrate their knowledge of specific grammar lessons through their writing by matching subject and verb agreements, dialogue, and eliminating run-on and/or fragmented sentences.	All Units	24
1.6.11.E	Students will demonstrate their ability to work in groups through a variety of techniques including group teaching, group project(s), division of work, quality of the finished product and their team work to complete the project(s).	All Units	24
1.1.11.D, G; 1.2.11A, C; 1.3.11.C; 1.4.11.B; 1.5.11.A	Students will demonstrate their ability to read, summarize, and analyze works of poetry by writing a formal paper comparing works of poetry.	Poetry	5
1.1.11A; 1.2.11.A; 1.3.11.A, B, F; 1.6.11.A, C, D	Students will demonstrate their ability to effectively communicate orally by presenting two additional speeches: Speech I will be a 5 minute informative presentation about a topic of their choice; Speech II will be an informative speech on a novel they have read independently. They will be required to summarize as well as analyze the piece of literature, demonstrating their understanding of literary elements and figurative language.	Public Speaking	6
1.4.11.C; 1.5.11.A	Students will demonstrate their ability to write a formal piece utilizing the writing process for a persuasive paper on an issue of their choice within the established teacher guidelines for appropriate subject matter.	Persuasive Writing	5
1.3.11.A; 1.4.11.A; 1.5.11.A	Students will demonstrate their understanding of literary elements, figurative language, rhyme, rhythm and meter by writing their own poetry.	Poetry	5

*Special Note: Multiple objectives are covered each day.

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Teacher made test
- B. Informal writing responses
- C. Formal writing responses
- D. Creative writing assignments
- E. Teacher observations
- F. Peer evaluations
- G. Speeches (Informative and Persuasive)

Resources:

- Stuart, Jess. The Split Cherry Tree.
Vasconsuelos, Jose. The Boar Hunt.
Porter, Katherine Anne. The Jilting of Granny Weatherall.
Steinbeck, John. The Leader of the People.

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>General Math</u>
Grade Level:	7-9
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will provide a “general math” experience designed to review and strengthen basic math skills, geared to students in grades 7-9.

General Math Curriculum: 7-9

Standard	Objective:	Unit of Study	Projected Days of Instruction
2.1.8.A	Write whole or decimal numbers using digits or words.	Mathematical/Word Expressions for Numbers	1
2.2.8.D	Round whole or decimal numbers to an indicated place.	Rounding Whole Numbers and Decimals	1
2.2.8.E	Estimate the sum, difference, product or quotient using rounding.	Estimation	1
2.2.8.A	Add, subtract, multiply, and divide whole numbers.	Whole Number Manipulations	2
2.2.8.B	Add, subtract, multiply, and divide decimal numbers.	Decimals Manipulations	2
2.2.8.B	Add, subtract, multiply, and divide fractions and mixed numbers.	Mixed Number Manipulation	2
2.2.8.B	Solve word problems involving addition, subtraction, multiplying, and dividing.	Word Problems	2
2.5.8.A	Solve word problems using more than one step.	Word Problems	1
2.9.8.D	Identify lines, rays segments, and angles.	Elementary Geometry Concepts	1
2.1.8.A	Write equivalent fractions by reducing or expanding.	Fractions	1
2.3.8.A	Find linear measure using a ruler.	Measurement	1
2.1.8.A	Find the prime factorization of a number.	Prime Numbers	1
2.1.8.A	List factors or multiples of given numbers.	Factoring/Multiples	1
2.1.8.A	Find GCF and LCM of given numbers.	Factoring	1
2.2.8.A	Find the perimeter of a polygon.	Perimeter	1

2.2.8.E	Find the solution to an equation involving one operation.	Equations	1
2.3.8.A	Find rectangular area	Area	1
2.2.8.B	Determine unit prices.	Unit Pricing	1
2.1.8.A	Simplify problems involving exponents or square roots.	Exponents/Square Roots	1
2.6.8.A	Solve average problems.	Averaging	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Class discussions
- B. Chalkboard activities
- C. Worksheets
- D. Quizzes
- E. Test

Resources:

Practice, Practice, Practice, Book 1 & 2
Measuring Up to the PA Academic Standards, Level H

Teacher-prepared Activities

Teacher-prepared Worksheets

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>General Math</u>
Grade Level:	10-12
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course will provide a “general math” experience designed to review and strengthen basic math skills, geared to students in grades 10-12.

General Math Curriculum: 10-12

Standard	Objective:	Unit of Study	Projected Days of Instruction
2.5.11.A	Demonstrate the four main steps of problem solving.	Mathematical Problem Solving	2
2.5.11.A	Recognize keywords for addition, subtraction, multiplication, and division as used in word problems.	Solving Word Problems	1
2.2.11.A	Add, subtract, multiple and divide integers.	Integers	2
2.2.11.A	Convert decimals, percents, and fractions.	Conversion	2
2.2.11.A	Add, subtract, multiple and divide decimals.	Decimals	2
2.2.11.A	Add, subtract, multiple and divide fractions.	Fractions	2
2.3.11.A	Convert values within the Metric systems.	Metrics	1
2.3.11.A	Convert values within the English system.	Converting U.S. Customary to Metric	
2.6.11.B	Calculate the average of a list of data.	Data Calculations	1
2.1.11.A	Convert ratios to rates.	Ratio and Proportions	1
2.5.11.B	Write a ratio given real-life situations.	Ratios and Proportions	1
2.1.11.A	Set-up and solve proportions given a real world situation.	Ratio's and Proportions	1
2.2.11.D	Calculate the percentage of a number (sales tax, discounts)	Percentages	2
2.6.11.A	Create and read tables, line graphs, bar graphs, and pie graphs.	Interpreting Graphs and Charts	1
2.3.11.A	Calculate the area and perimeter of rectangles, triangles, circles, parallelograms, and trapezoids.	Areas and Perimeters of Geometric Shapes	1
2.5.11.A	Apply all of the above objectives to real world situations in the form of word problems.	Word Problems	1
2.2.11.A	Write checks and deposit slips fro a checking account.	Banking	1
2.2.11.A	Balance a checking account.	Banking	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced

B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Class discussions
- B. Chalkboard activities
- C. Worksheets
- D. Quizzes
- E. Tests

Resources:

Practice, Practice, Practice, Book 1 & 2

Measuring Up to the PA Academic Standards

Teacher-prepared Activities

Teacher-prepared Worksheets

**ARIN Intermediate Unit #28
Summer School Course**

<u>Course Title:</u>	<u>General Science</u>
Grade Level:	7-9
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course is designed to strengthen basic science skills applicable to any science course. A series of booklets covering meteorology, earth science, earth forces, botany, zoology, oceanography, and space science are used to highlight science concepts as well as build student reading and independent study skills. Most other course concepts are covered utilizing “hands-on” activities promoting thinking skills, the scientific method, graphing skills, team work, metric measuring and lab safety for students.

General Science Curriculum: 7-9

Standard	Objective:	Unit of Study	Projected Days of Instruction *
3.2.7.A, B; 3.2.10.A	Construct predictions/hypothesis from observed patterns of evidence.	Scientific Method	1.5
3.2.7.A, B, C 3.2.10.A	Use observations to construct inferences and decide which should be accepted, modified or rejected.	Scientific Method	2
2.6.8.A; 3.2.7.B, C; 3.2.10.C	Identify independent and dependant variables.	Scientific Method and Graphing	2
2.6.8.A; 2.7.8.B; 3.2.7.B, C; 3.2.10.C	Construct as well as interpret graphs and data tables	Scientific Method and Graphing	2
2.6.8.A; 2.7.8.B; 3.2.7. B, C; 3.2.10.B, C	Analyze data as well as graphs and data tables.	Scientific Method and Graphing	2
3.2.7.B, C, D; 3.10.B, C, D	Design investigations/experiments with proper use of the scientific method (acquire and process own data).	Scientific Method	1
3.2.7.B; 3.2.10.B	List qualitative and quantitative observations given an object or event.	Scientific Method	.25
1.2.8.A; 3.2.7.B; 3.2.10.B	Distinguish between observation and inferences/conclusions.	Scientific Method	1.25

3.2.7.A, B, C, D; 3.2.10.A, B, C, D	Think critically to solve problems.	Scientific Method	1
3.2.7.B, C, D; 3.2.10.B, C, D	Use inductive and deductive reasoning for inquiry.	Scientific Method	.75
2.2.8.A, B; 2.3.8.A, D; 3.1.7.D; 3.1.10.B, D, E; 3.2.7.B, C; 3.2.10.B, C 3.7.7.A; 3.7.10.A, B	Select the appropriate metric unit for measuring various properties.	Metric System	.5
2.2.8.A; 2.3.11.A; 3.1.7.D; 3.1.10.B, D; 3.2.7.B, C; 3.2.10.B, C; 3.7.7.A; 3.7.10.A, B	Use metric devices to make measurements.	Metric System	.25
2.3.8.A; 3.2.7.B, C; 3.2.10.B, C	Perform conversions in the metric system.	Metric System	1
3.2.7.B; 3.7.7.A	Demonstrate fundamental knowledge of lab safety.	Lab Safety	1
3.1.10.B, E; 3.4.7.B	Define Energy including forms and kinds and related to society's needs.	Energy and Society	.25

1.1.8.B; 1.8.8.A, B; 3.1.7.A; 3.1.10.A, E; 3.2.7.A; 3.2.10.A; 3.2.12.A; 3.3.7.A; 3.4.7.A; 3.5.7.A; 3.8.7.A, B, C; 3.8.10.A, B, C; 3.8.12.A, B, C	Identify and summarize current science events from various sources.	Current Science	.25
1.1.8.B; 3.1.10.A, E; 3.3.7.A, B, C, D; 3.4.7.A, D; 3.4.10.A, B, C, D; 3.8.10.B, C	Read independently and demonstrate comprehension of materials read.	Various Booklets	5
3.2.7.B, C, D; 3.2.10.B, C, D	Work with others to achieve a common goal.	Team Work Activities	2

* Special Note: There are overlapping themes in some of the objectives and the projected times, when added together, do not exceed 24 days, excluding homework obligations outside of class.

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Worksheets
- B. Student lab reports including tables and graphs
- C. Article summaries
- D. Oral questions
- E. Quizzes
- F. Tests
- G. Teacher Observations (Lab activities)
- H. Project(s) including but not limited to: student safety poster and current events' science log
- I. Student demonstration(s)

Resources:

Biology Teacher's Survival Guide. New York: The Center for Applied Research in Education, 1993. (5-7 to 5-15).

Classification of Living Things. : Tell Me Why Sales Company, Inc., 1992.

"Current Science." Weekly Reader Corporation. 1.800.446.3355.

"Energy and Society." Hawkhill Video, Distributed by Clearvue. 1.800.253.2788

<www.clearview.com>.

Tokarz, Donald A., and Scott R. Poor. Exploring Our World Project Earth. : Vocational Biographies, Inc, 1987.

“Hot Times” – Earth Science theme; “All in the Family” – Botany theme; “Fins, Feathers and Things” – Zoology theme; “Way down Under” – Meteorology theme; “Blockbusters” – Meteorology theme; “Say Cheese” – Space Science theme.

“Rain Forest: Treasure House of Biodiversity.” Educational Video Network, Inc. 1.409.295.5767.

“Scientific Problem- Solving” Video; Tell Me Why Sales Company, Inc., 1992.

"The Living Plant Portrait of Earth." Video Set.

“Northern Forest”

“Baking Dessert”

“Seas of Grass”

“The Open Ocean”

“Sweet Fresh Water”

"Warm-Up Questions." <www.send4fun.com/popquizp.htm>.

[Interesting Facts. Website.](#)

Various teacher-developed activities, worksheets, and handouts.

ARIN Intermediate Unit #28
Summer School Course

<u>Course Title:</u>	<u>Pre-Algebra</u>
Grade Level:	NA
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: This course is designed to offer a basic Pre-Algebra curriculum to students.

Pre-Algebra Curriculum

Standard	Objective:	Unit of Study	Projected Days of Instruction
2.1.8.A	Write whole or decimal numbers using digits or words.	Forms of Whole Numbers and Decimals	1
2.1.8.A	Round whole or decimals numbers to an indicated place.	Rounding	1
2.2.8.B	Add, subtract, multiply, and divide whole numbers.	Whole Numbers	1
2.2.8.A	Add, subtract, multiply, and divide decimals.	Decimals	2
2.2.8.B	Multiple and divide by powers of 10.	Power of 10	1
2.5.8.A	Solve word problems involving addition, subtraction, multiplication and division.	Word Problems	2
2.2.8.B	Find the prime factorization of a number.	Factorization	1
2.1.8.A	Change decimals to fractions.	Conversion of Fractions to Decimals	1
2.1.8.A	Change fractions to decimals.	Conversion of Decimals to Fractions	1
2.1.8.D	Write equivalent fractions by expanding or reducing.	Expanding and Reducing Fractions	1
2.2.8.B	Add, subtract, multiply and divide fractions and mixed numbers.	Fractions and Mixed numbers	2
2.3.8.A	Find the perimeter of a figure.	Perimeter	1
2.3.8.A	Find the area of a complex figure.	Area	1
2.3.8.D	Convert measurements using unit multipliers.	Measurement	1
2.1.8.A	Add, subtract, multiply and divide integers.	Integers	3
2.1.8.B	Solve equations involving one operation.	Equations	2
2.1.8.A; 2.3.8.A	Use Order of Operations to solve mixed operation problems.	Order of Operations	2

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Class discussion
- B. Chalkboard activities
- C. Worksheets
- D. Quizzes
- E. Tests

Resources:

Developing Skill in Algebra I, Book A
Mathematics Applications and Connections.: Glencoe,
Algebra I.: Merrill, 1990.
Practice, Practice, Practice, Book II

ARIN Intermediate Unit #28
Summer School Course

Course Title: World Cultures

Course Title:	World Cultures
Grade Level:	7-12
Type of Offering:	Remedial
Eligibility:	Failure of course in home district
Periods Per Week:	5
Length of Course:	24 days over five weeks
Total Instructional Hours:	48 hours; 2 hours/day
Unit of Credit:	1
Grading:	Letter Grade
Revision Date:	August 1, 2005

Course Description: The ARIN Summer School World Cultures course is designed to provide students with an overview of significant civilizations from various parts of the world and time periods. The class emphasizes historical developments but also focuses on the role of geography in shaping human behavior. Cultural phenomena, such as language, customs, clothing, food, entertainment, and family life will also be explored. Throughout the experience, an effort will be made to compare and contrast various cultures, including contemporary American culture, while at the same time helping students to avoid ethnocentric attitudes.

World Cultures Curriculum:

Standard	Objective:	Unit of Study	Projected Days of Instruction
8.4.12. A, B, C, D	Identify and assess reasons for European exploration.	I	1
8.4.12. A, B, C, D	Describe indigenous civilizations before European arrival.	I	3
8.4.12. A, B, C, D	Identify and evaluate effects of European expansion.	I	1
8.4.12. A, B, C, D	Describe and evaluate European strategies for empire.	II	1
8.4.12. A, B, C, D	Evaluate the issue of slavery in the Americas.	II	3
8.4.12. A, B, C, D	Identify factors leading to European decline.	II	1
8.4.12. A, B, C, D	Compare and contrast 18-C revolutions in the United States, France, and Haiti.	III	2
8.4.12. A, B, C, D	Explain connections between European politics and colonial revolutions.	III	1
6.5.12.A; 8.4.12. A, B, C, D	Describe and evaluate the Industrial Revolution.	III	2
6.2.12.A; 8.4.12. A, B, C, D	Define and evaluate economic frameworks of capitalism, socialism, and communism.	IV	1
8.4.12. A, B, C, D	Evaluate World War I and World War II.	IV	2
6.1.12.A; 8.4.12. A, B, C, D	Identify key developments in the Cold War and development of the EU.	IV	2
8.1.12.B	Research a culture.	V	2
8.1.12.A, B; 8.4.12. A, B, C, D	Create and present a research project using PowerPoint.	V	2
8.1.12.B; 8.4.12. A, B, C, D	Synthesize and present knowledge in essay form.	V	1

Expected Level of Achievement:

Alpha Grade	Numerical Grade	Percentage Range	Level
A	4	100 – 93%	Advanced
B	3	92 – 86%	Proficient
C	2	85 – 77%	Basic
D	1	76 – 69%	Below Basic
F	0	Below 69%	Unsatisfactory

Types of Evaluations:

- A. Daily observation and evaluation of participation
- B. Regular homework assignments

- C. Periodic quizzes and chapter tests
- D. Research project and presentation
- E. Final Examination

Textbook:

Iftikhar, Ahmad, et al, World Cultures: A Global Mosaic. Upper Saddle River: Prentice Hall, 2001.

Resources:

Physical and political maps of Europe, Asia, the Middle East, and the Americas
Historical maps from various periods in modern history
Instructor-created slideshow on the Aztecs, using material obtained during visits to Mexico.
Primary source accounts of the Spanish conquest of the Americas
Documentary: *Lost Civilizations of the Americas*
Book excerpts: Jared Diamond, *Guns, Germs, and Steel*
Primary source accounts, statistics, and images concerning the Atlantic Slave Trade
Primary source accounts and images concerning revolutions in the US, France, and Haiti
Primary source accounts, statistics, and images of the Industrial Revolution and 19-C cities
Excerpts from writings by Adam Smith, Karl Marx, and Nikolai Lenin
Video clips: Assorted WWI and WWII documentaries
Video clips: Assorted Cold War-era documentaries