



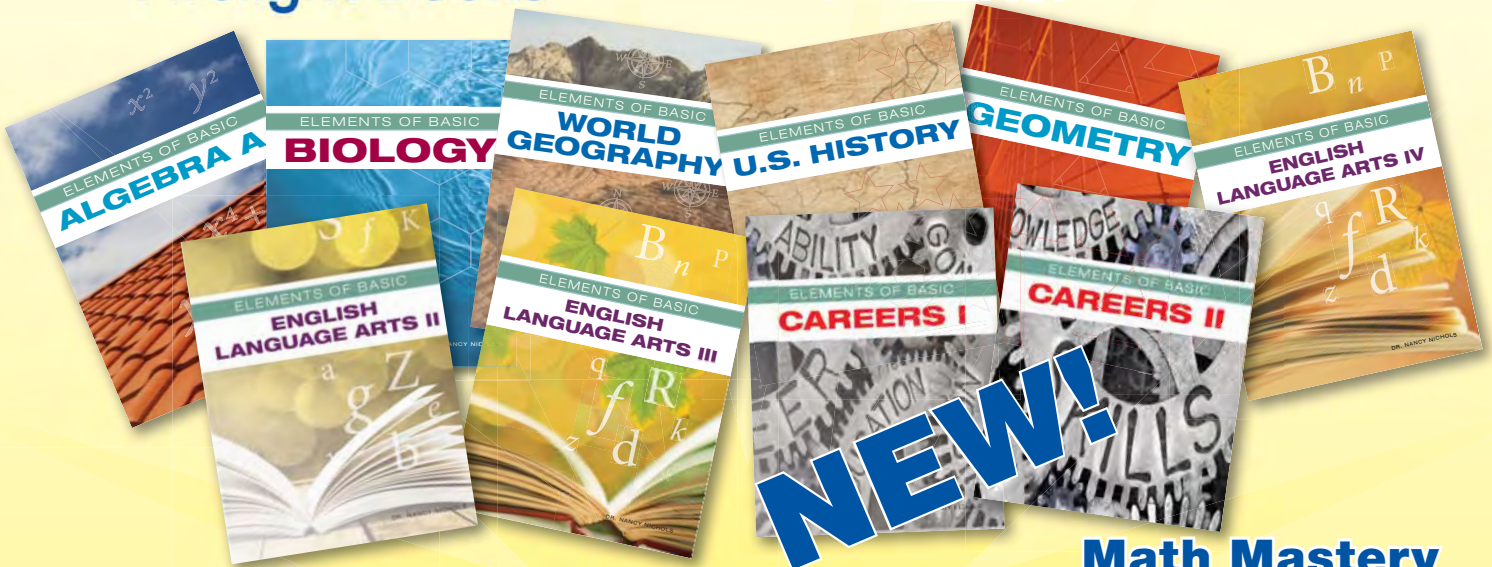
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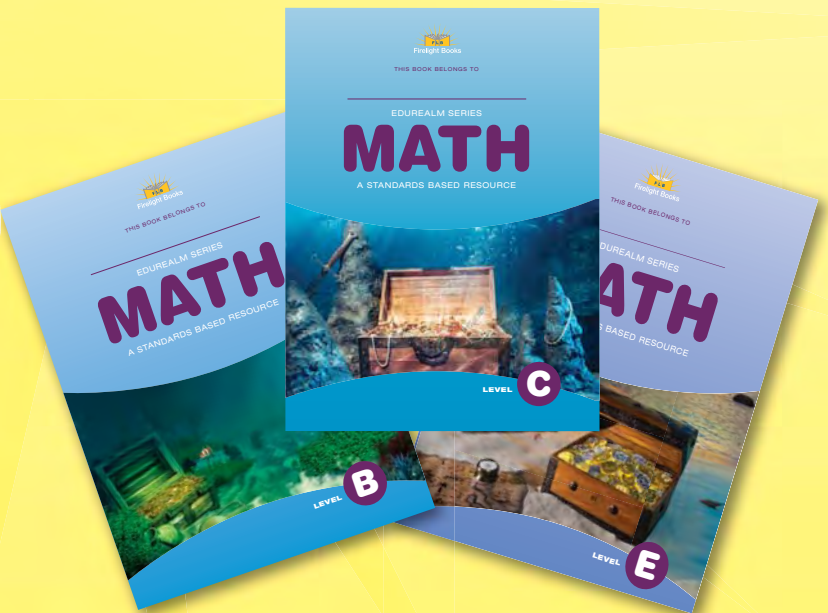
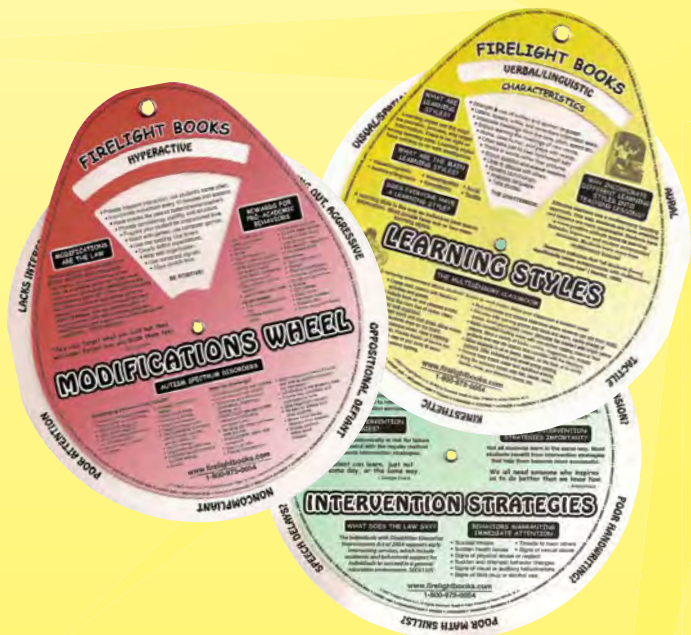
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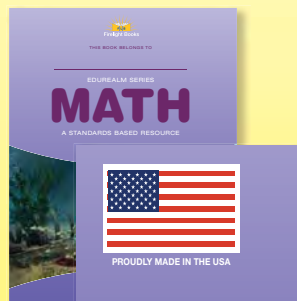
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Challenging behaviors may include:

- Expressive language problems
- Panics what he or she hears
- Idiosyncratic language
- Odd speech cadence
- Does not understand humor or nonverbal cues
- Does not have a desire to please
- Unusual responses to people
- Prefers to be alone
- Lack of eye contact
- Obsessive interests
- Repetitive movements
- Overly sensitive to sensory stimuli (touch, sounds, smells, tastes, etc.)
- Resists change
- Organizational difficulties
- Problems transferring skills to other settings
- Anxiety

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- Provide consistency with routines.
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- Reduce sensory stimulation (decorations, fragrances, buzzing, etc.).
- Directly teach age-appropriate interactions (including nonverbal cues).
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- Provide extended time.
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- Provide lists, calendars, and organizational tools.
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Includes Autism Spectrum Information

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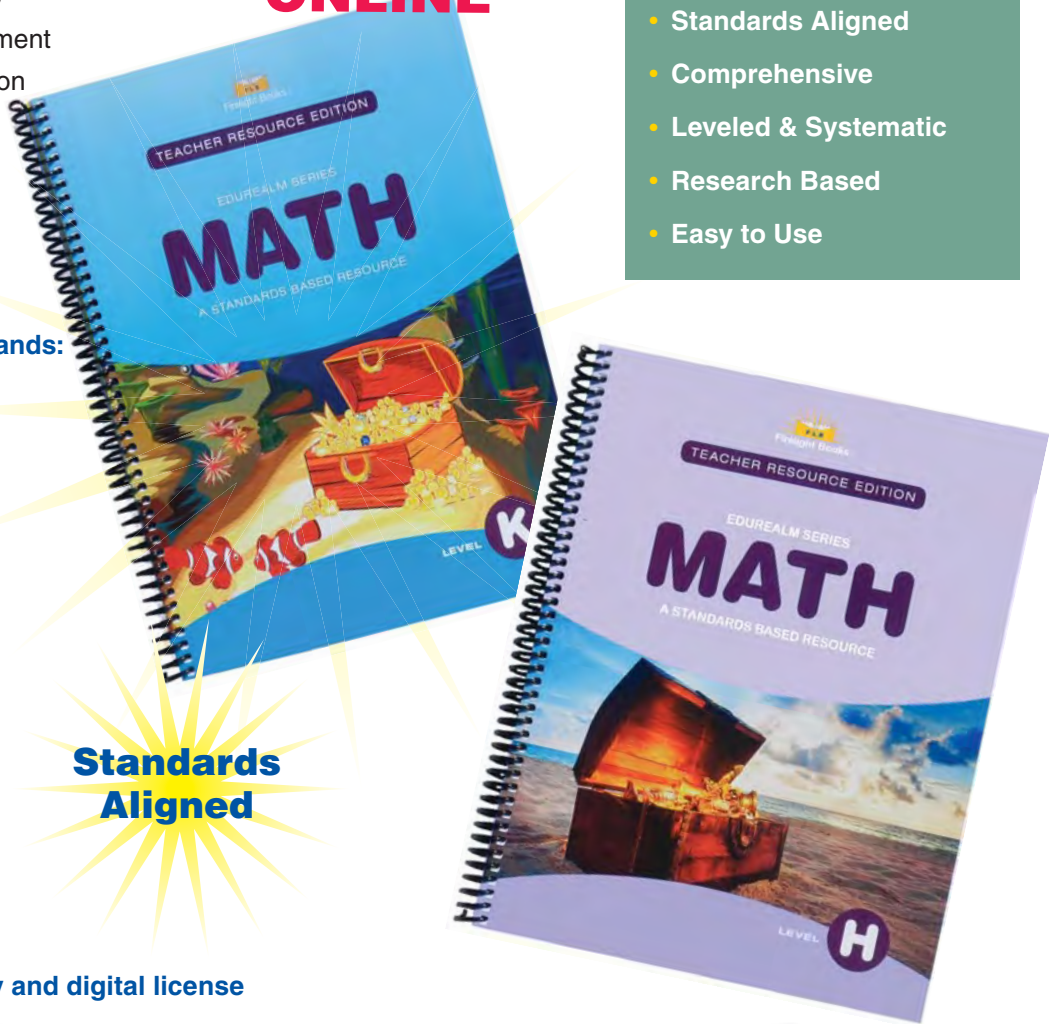
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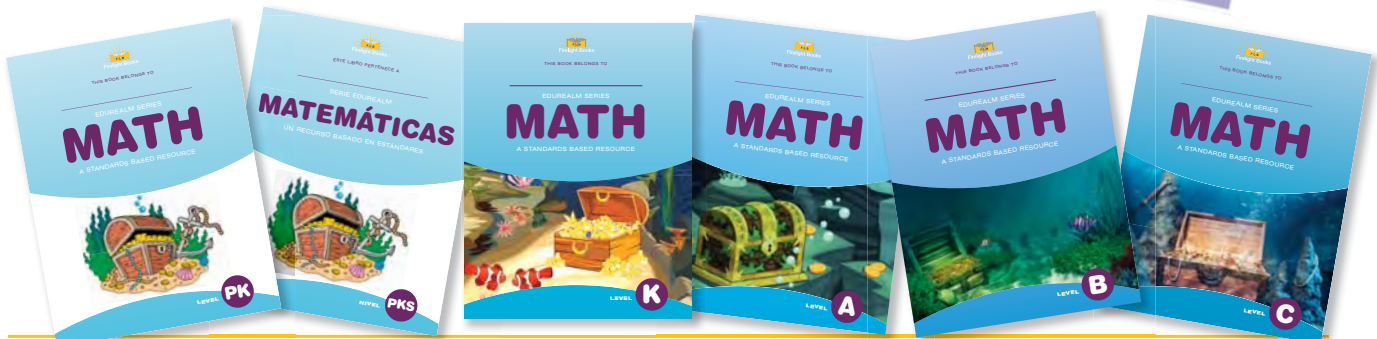
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- Data Interpretation
- Decimals
- Fractions
- Functions
- Geometry
- Mathematical Process
- Measurement
- Number Theory
- Numeration
- Technology
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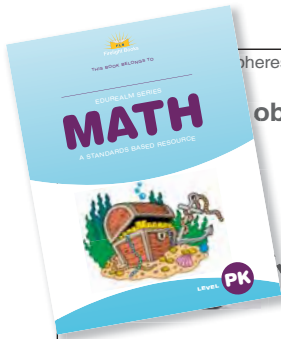
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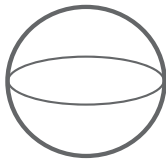
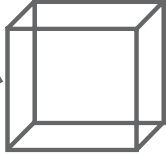
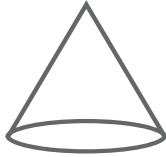
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Spheres, and cones are not flat. They take up space.

objects with the shapes.



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Number Sense • Number sense is about numbers in real life.



Circle the group that has more.



Color the pictures.

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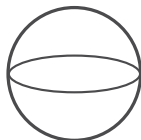
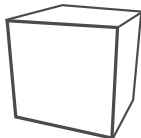
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La geometría ♦ Los cubos, las esferas y los conos no son figuras planas. Son objetos que toman espacio.



Apunta cada objeto con su figura.



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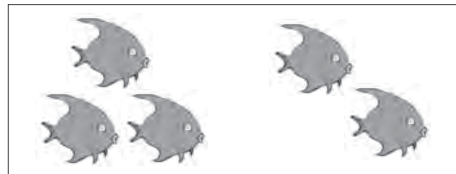
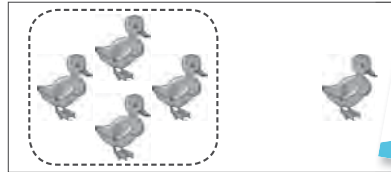
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78

El sentido numérico ♦ El sentido numérico trata de números diaria.



Encierra el grupo de que tiene más.



Colorea los dibujos.

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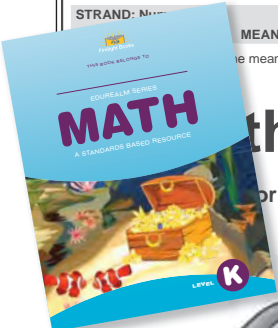
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STRAND: Mathematics
MEANING OF NUMBERS – THREE
 Meaning of Numbers
 The meaning of the number three.





three 3
 for the squirrel.





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STRAND: Data Interpretation
PICTOGRAPHS
 Readiness
 A pictograph is a graph that uses pictures or symbols to compare two or more things.

How many balloons does each child have?

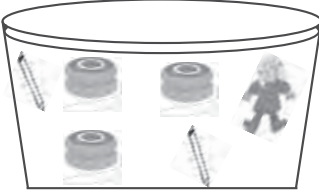
Bo	
Pam	
Sam	
Mari	

 = 1 balloon







Bo 5
 Pam
 Sam
 Mari

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STRAND: Data Interpretation
PROBABILITIES
 Collection
 A probability states how likely it is that an event will happen.




Look in the bucket. Can you take out the following groups of objects? Circle YES or NO.

1.		<input checked="" type="checkbox"/> YES	NO
2.		YES	NO
3.		YES	NO
4.		YES	NO
5.		YES	NO
6.		YES	NO

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STRAND: Measurement
IDENTIFY COINS
 Money
 Pennies, nickels, dimes, and quarters are coins.

Circle each nickel. Draw an X on each dime.



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STRAND: Data Interpretation **Collection**

TALLY CHARTS

A tally chart is used to record data.

Draw a tally mark for each picture.

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STRAND: Geometry **Concepts**

SIDES AND CORNERS

The line segments that make up a figure are the sides. Count the number of sides and corners of the shapes and write the numbers in the blanks.

Count the number of sides and corners of each shape and write the numbers in the blanks.

Ex: 3 sides 3 corners

1. _____ sides _____ corners

2. _____ sides _____ corners

3. _____ sides _____ corners

4. _____ sides _____ corners

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STRAND: Mathematics **Readiness**

NUMBER LINE - WHOLE NUMBERS

Use the number line to solve problems with whole numbers.

Use the number line to solve each problem.

1. $15 + 7 = \underline{\quad}$

2. $15 + 7 = \underline{\quad}$

3. $14 + 2 = \underline{\quad}$

4. $12 + 3 = \underline{\quad}$

5. $15 + 2 = \underline{\quad}$

6. $17 + 2 = \underline{\quad}$

7. $19 + 1 = \underline{\quad}$

8. $8 + 9 = \underline{\quad}$

9. $13 + 3 = \underline{\quad}$

10. $15 + 5 = \underline{\quad}$

11. $16 + 4 = \underline{\quad}$

Apply what you know.

12. Nine children boarded the bus at the first stop and eight children at the second stop. How many children boarded the bus at the two stops?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

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STRAND: Algebra **Operations**

WRITING EQUATIONS

In this lesson, we will write and solve equations.

Write and solve equations.

Example

You have a number. Add 9 to get 10?

$n + 9 = 10$ $n = \underline{1}$

1. You have a number. Add 5 to get 13. $\underline{\quad}$ $n = \underline{\quad}$

2. You have a number. Add 6 to get 12. $\underline{\quad}$ $n = \underline{\quad}$

3. You have a number. Add 14 to get 24. $\underline{\quad}$ $n = \underline{\quad}$

4. You have 18. Subtract a number to get 13. $\underline{\quad}$ $n = \underline{\quad}$

5. You have 10. Subtract a number to get 2. $\underline{\quad}$ $n = \underline{\quad}$

6. You have a number. Add 10 to get 20. $\underline{\quad}$ $n = \underline{\quad}$

7. You have 13. Subtract a number to get 4. $\underline{\quad}$ $n = \underline{\quad}$

Solve each equation.

8. $5 + n = 12$ $n = \underline{\quad}$

9. $14 + n = 18$ $n = \underline{\quad}$

10. $2 - n = 0$ $n = \underline{\quad}$

11. $n - 2 = 3$ $n = \underline{\quad}$

12. $n - 5 = 5$ $n = \underline{\quad}$

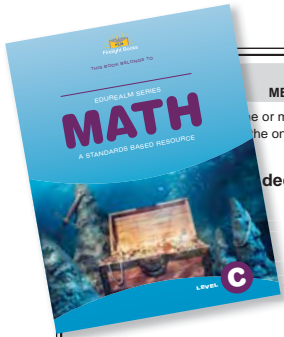
13. $n - 5 = 10$ $n = \underline{\quad}$

14. $n + 10 = 11$ $n = \underline{\quad}$

15. $n + 5 = 13$ $n = \underline{\quad}$

16. $n + 6 = 15$ $n = \underline{\quad}$

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MEANING OF DECIMALS Concepts

one or more digits to the right of a decimal point. The decimal point separates the ones place and the tenths place.

Write each decimal to its word name.

1. 0.3	three tenths
2. 0.05	five hundredths
3. 0.25	two and five tenths
4. 7.4	three and two tenths
5. 10.4	eight and seven tenths
6. 18.3	five and six tenths
7. 8.7	eighteen and three tenths
8. 0.5	seven and four tenths
9. 2.5	twelve and five tenths
10. 11.2	ten and four tenths
11. 8.9	five tenths
12. 6.3	six and three tenths
13. 20.5	twenty-two and five tenths
14. 22.5	eight and nine tenths
	twenty and five tenths
	eleven and two tenths
	two and five tenths

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STRAND: Measurement Temperature

FAHRENHEIT

Temperature describes how hot or cold something is. Thermometers measure temperature. Fahrenheit is a measure of temperature using a scale on which water boils at 212 degrees and freezes at 32 degrees.

Shade each thermometer to show the correct degrees Fahrenheit.

Example

30° F

-
-
-
-

Apply what you know.

When Sarah left her house in the morning, the temperature was 57°F. When she arrived home in the afternoon, the thermometer on her front porch read 74°F.

- What was the increase in temperature? _____
- Do you think Sarah needed to wear a coat in the afternoon? Explain.

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STRAND: Algebra Readiness

ORDER OF OPERATIONS

In this lesson, we will answer equations using the proper order of operations.

Follow this order when more than one step is involved in solving an equation.

Step 1: Work parentheses first.
Step 2: Work exponents next.
Step 3: Do all multiplication and division from left to right.
Step 4: Do all addition and subtraction from left to right.

Solve. Show your work.

Examples	
$25 + (4 - 1) = \underline{\quad}$	$6 + (6 \times 3) \div 9 = \underline{\quad}$
$25 + 3 = \underline{28}$	$6 + 18 \div 9 = \underline{\quad}$
	$6 + 2 = \underline{8}$

- $8 + (4 - 1) = \underline{\quad}$
- $20 - (5 \times 2) = \underline{\quad}$
- $10 + (8 - 2) = \underline{\quad}$
- $(2 \times 8) - 10 \div 2 = \underline{\quad}$
- $(3 \times 2) + 6 = \underline{\quad}$
- $5 + (5 \times 2) \div 2 = \underline{\quad}$
- $(20 + 1) - 1 = \underline{\quad}$
- $15 - (8 \times 1) + 6 = \underline{\quad}$

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STRAND: Fractions PART OF A WHOLE/PART OF A SET

Fractions are numbers that name parts of a whole or parts of a set.

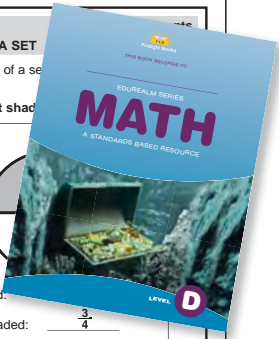
Write the fractions for each shaded part and each "not shaded" part.

Examples

Shaded: $\frac{3}{4}$	Shaded: $\frac{1}{4}$
Not shaded: $\frac{0}{0}$	Not shaded: $\frac{3}{4}$

-
-
-
-

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STRAND: Algebra **Operations**

INTEGERS – DEFINE SET

Integers are all natural numbers, their additive inverses, and zero. Positive integers are to the right of zero. Negative integers are to the left of zero. A negative sign is used to indicate negative integers.

Use the number line to answer the questions.

Ex: What integer is found at point A? -2

- What integer is found at point C? _____
- What integer is found at point B? _____
- Negative integers are to the (left, right) of 0. _____
- Positive integers are to the (left, right) of 0. _____
- Which point describes **four feet underground**? _____
- Negative integers are (greater than, less than) zero. _____
- If you start at 0 and move 8 places to the left, you end up at _____.
- If you start at 4 and move 8 places to the left, you end up at _____.
- Find -7 and label it point E.
- Find 5. What integer is an equal distance from 0 in the opposite direction? _____

Follow the directions.

- Draw a number line from -10 to 10. Number the points.
- Label -8 point A.
- Label 9 point B.
- Label -2 point C.

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STRAND: Measurement **Percent**

CUSTOMARY UNITS

Capacity is the amount that a container can hold. The customary units of capacity are the fluid ounce, cup, pint, quart, and gallon.

Solve.

8 ounces = 1 cup
 2 cups = 1 pint
 2 pints = 1 quart
 4 quarts = 1 gallon

- How many cups fill a 5-pint container? _____
- How many pints fill a gallon container? _____
- How many ounces fill a quart container? _____
- How many pints fill a 3-quart container? _____
- How many cups fill a gallon container? _____

Complete each statement.

- 8 c = _____ pt
- 4 gal = _____ qt
- 2 qt = _____ pt
- 1 qt = _____ c
- 12 qt = _____ gal
- 8 c = _____ qt

Apply what you know.

- How many cups of lemonade does the Strawberry Lemonade recipe make? _____
- How many pints of lemonade does the Strawberry Lemonade recipe make? _____
- If the recipe were doubled, would there be enough cups for 28 students? _____ Explain. _____

Strawberry Lemonade
 1 qt – strawberries
 1 pt – lemon juice
 1 qt – orange juice

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STRAND: Number Theory **Readiness**

EXPONENTS AND POWERS

Exponents are used to show how many times a number (base) times itself. The base is the big number. The exponent tells you how many times you multiply. For example, 5^4 means 5 multiplied by itself 4 times. How do we read it? It is read five to the fourth power.

	Factors	Product
	$5 \times 5 \times 5$	125
5.	6^2	
6.	4^2	

Rewrite using exponents.

- $8 \times 8 \times 8 \times 8$ _____
- $6 \times 6 \times 6$ _____
- 9×9 _____
- $11 \times 11 \times 11$ _____
- $14 \times 14 \times 14 \times 14$ _____
- $7 \times 7 \times 7 \times 7$ _____

Write the standard numerals.

- $4^3 =$ _____
- $10^4 =$ _____
- $1^3 =$ _____
- $6^2 =$ _____
- $7^3 =$ _____
- $5^2 =$ _____
- $4^2 =$ _____
- $5^3 =$ _____
- $2^4 =$ _____
- $6^4 =$ _____
- $3^3 =$ _____
- $7^2 =$ _____

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STRAND: Number Theory **Percent**

RELATED TO RATIOS

Percent is a ratio whose second term is 100. Percent means "per hundred." It is written with a percent sign: %. Ex: 50% (50 per hundred)

Write the percent for each ratio.

Examples

ratio = $\frac{40}{100}$ percent = **40%**

ratio = $\frac{3}{5} \times \frac{20}{20} = \frac{60}{100}$ percent = **60%**

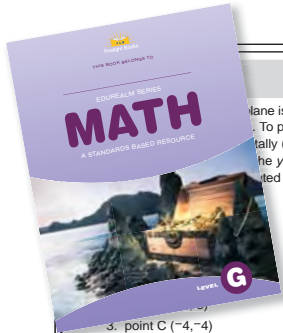
- $\frac{8}{100} =$ _____
- $\frac{39}{100} =$ _____
- $\frac{2}{4} =$ _____
- $\frac{65}{100} =$ _____
- $\frac{23}{100} =$ _____
- $\frac{1}{5} =$ _____
- $\frac{40}{200} =$ _____
- $\frac{54}{100} =$ _____
- $\frac{1}{4} =$ _____
- $\frac{32}{100} =$ _____
- $\frac{7}{10} =$ _____
- $\frac{8}{20} =$ _____
- $\frac{2}{50} =$ _____
- $\frac{30}{100} =$ _____
- $\frac{6}{50} =$ _____
- $\frac{27}{50} =$ _____
- $\frac{12}{25} =$ _____
- $\frac{3}{10} =$ _____

Write a ratio, a percent, and a fraction for each symbol in the chart.

☀	☁	☔	☕	☖	☗	☘	☙	☚	☛	☜	☝	☞	☟	☠	☡	☢	☣	☤	☥	☦	☧	☨	☩	☪	☫	☬	☭	☮	☯	☰	☱	☲	☳	☴	☵	☶	☷										
☸	☹	☺	☻	☼	☽	☾	☿	♁	♂	♆	♇	♈	♉	♊	♋	♌	♍	♎	♏	♐	♑	♒	♓	♈	♉	♊	♋	♌	♍	♎	♏	♐	♑	♒	♓	♈	♉	♊	♋	♌	♍	♎	♏	♐	♑	♒	♓

	Symbol	Ratio	Percent	Fraction
Ex:	☀	12:100	12%	$\frac{12}{100}$
19.	☁			
20.	☔			
21.	☕			

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ORDERED PAIRS Relationships

A plane is named by an ordered pair of numbers. The numbers in an ordered pair are called the coordinates. To plot a point on a grid, start at (0, 0). Use the first coordinate to move left (on the x axis). Then, use the second coordinate to tell how far to move up (on the y axis). When two ordered pairs differ only by signs, they are called reflections across one or both axes.

3. point C (-4, -4)
 4. point D (0, -9)
 5. point E (8, -1)
 6. point F (-10, 0)
 7. point G (6, -6)
 8. point H (11, 8)
 9. point I (-2, 5)
 10. point J (0, 0)

Give the coordinates for the following points.

11. point A (____, ____)
 12. point B (____, ____)
 13. point C (____, ____)
 14. point D (____, ____)
 15. point E (____, ____)
 16. point F (____, ____)
 17. point G (____, ____)
 18. point H (____, ____)
 19. point I (____, ____)
 20. point J (____, ____)

STRAND: Functions Relationships

VENN DIAGRAMS

A Venn diagram shows relationships between two or more groups of items.

Use the Venn diagram below to answer the questions.

The students in health class were asked to complete a survey. They were asked if they had eaten pizza, hamburgers, or tacos during the last week.

- How many students were surveyed? _____
- How many students had eaten pizza during the last week? _____
- How many students had eaten hamburgers during the last week? _____
- How many students had eaten tacos during the last week? _____
- How many students had eaten pizza and hamburgers during the last week? _____
- How many students had eaten pizza and tacos during the last week? _____
- How many students had eaten all three during the last week? _____
- How many students had eaten hamburgers and tacos during the last week? _____

STRAND: Functions Relationships

TABLES

A function is an input-output relationship giving only one output for each input.

Use the rules to complete input-output tables or state the rules for complete tables.

- | x | y |
|----|-----|
| -2 | -12 |
| -1 | -9 |
| 0 | |
| 1 | |
| 2 | |

 Rule $y = 3x - 6$
- | x | y |
|----|---|
| 10 | |
| 15 | |
| 20 | |
| 25 | |
| 30 | |

 Rule $y = \frac{x}{5} + -4$
- | x | y |
|----|---|
| -3 | |
| -2 | |
| -1 | |
| 0 | |
| 1 | |
| 2 | |

 Rule $y = -7x + 8$
- | x | y |
|----|---|
| 3 | |
| 6 | |
| 9 | |
| 12 | |
| 15 | |
| 18 | |

 Rule $y = \frac{x}{3} + 11$
- | x | y |
|----|-----|
| -4 | -10 |
| -3 | -9 |
| -2 | -8 |
| -1 | -7 |
| 0 | -6 |

 Rule _____
- | x | y |
|----|----|
| 2 | 8 |
| 4 | 14 |
| 6 | 20 |
| 8 | 26 |
| 10 | 32 |

 Rule _____

Functions can be represented in different ways. When two variables have a constant ratio, it's "direct variation." The formula for direct variation is $y = kx$. Complete the input-output table and graph the coordinates.

- | x | y |
|----|---|
| -3 | |
| -2 | |
| 0 | |
| 2 | |
| 3 | |

 Rule $y = 2x$
-

9. A linear equation makes a straight line when it is graphed. In a proportional relationship, the line goes through the origin (0,0). Does your graph line show a proportional relationship? _____ Is $y = 2x$ linear? _____ Does $y = 2x$ show direct variation? _____

10. Circle the letter that represents the function that is nonlinear.

A. B. C. D.

STRAND: Measurement Relationships

VOLUME

Volume is the amount of space inside a space figure. Volume is measured in cubic units.

Use the formula for each space figure to calculate the volume.

Rectangular Prism: $V = l \cdot w \cdot h$

-
-
-
-

Other Prisms: $V = b \cdot h$

Cylinders: $V = \pi \cdot r^2 \cdot h$

-
-

The volume of a cone is $\frac{1}{3}$ the volume of a cylinder having the same base area and height.

Apply what you know.

7. An oil barrel is 4' tall. The diameter is 32". What is the volume in inches? _____

A cube has this volume: $V = s^3$

$3 \text{ mm} \cdot 3 \text{ mm} \cdot 3 \text{ mm}$ $6 \text{ mm} \cdot 6 \text{ mm} \cdot 6 \text{ mm}$

If the sides are doubled, the new cube will have sides that are 2 times as long. Since the original side lengths were s , the new side lengths will be 2 times as much, which is $2s$.

Calculate the volume: $V = (2s)^3 = 8s^3$. Divide the new volume by the original volume and simplify.

$\frac{\text{new volume}}{\text{original volume}} = \frac{8s^3}{s^3} = 8$ The new volume will be 8 times the old volume.

Look at this cube:

$4 \text{ mm} \cdot 4 \text{ mm} \cdot 4 \text{ mm}$

8. If the lengths are doubled, which of the following statements about its volume will be true?

- The new volume will be one eighth of the old volume.
- The new volume will be two times the old volume.
- The new volume will be eight times the old volume.

Elements

For High School Students

Finally...high school content in an age-appropriate, easy-to-read format! The standards-aligned, self-explanatory lessons allow students to progress independently.

Is your student...

- Reading at a second to fourth grade level?
- A limited English speaker?
- Failing? Frustrated?
- Intellectually challenged?
- Homebound?
- In an alternative placement?
- In a correctional setting?

Does your student have...

- A serious reading problem?
- A serious emotional problem?
- Dyslexia?
- ADHD?
- Problems learning?
- Remediation needs?

- Standards Aligned (including Common Core)
- TEKS Aligned
- Age-Appropriate Content

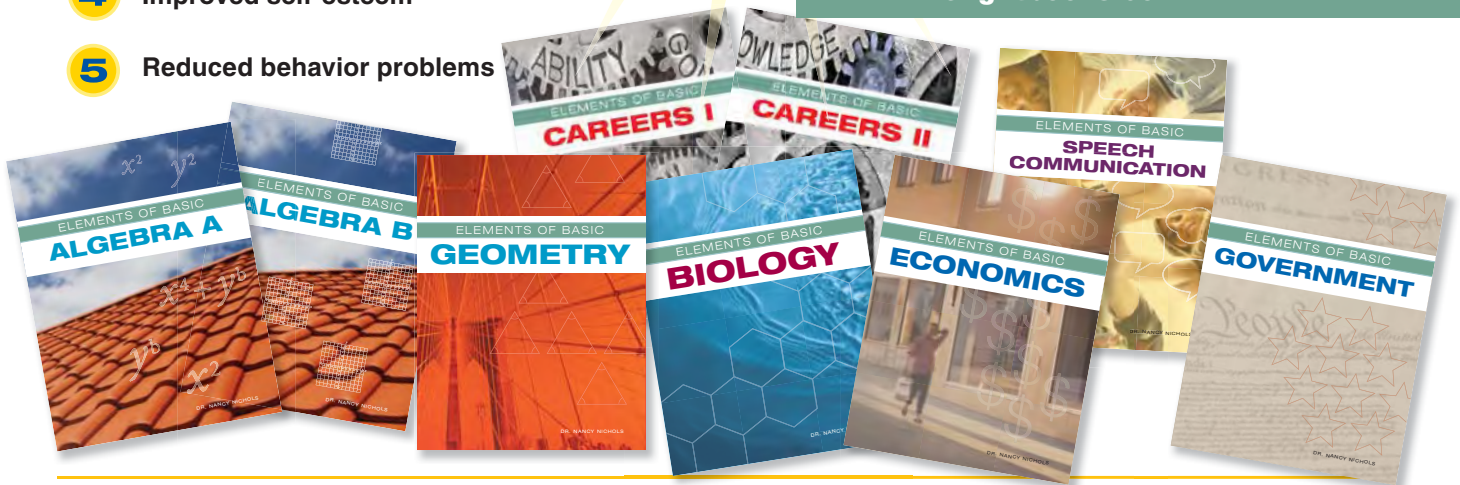
Use the Elements Curriculum in:

- Mainstream Classrooms
- Inclusion/Coteaching
- Intervention/RTI
- Resource Settings
- ELL Settings
- Statewide Assessment Prep
- Summer School
- Alternative Learning Centers
- Credit Recovery
- Hospital Settings
- Remediation

RESEARCH REPORTS TOP 5 BENEFITS

- 1** Students understood concepts
- 2** User friendly for students and improved student grades
- 3** Age-appropriate pictures and text
- 4** Improved self-esteem
- 5** Reduced behavior problems

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Curriculum

Reading at a Grade 2-4 Level

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The Complete Kit per subject includes:

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See more **Elements Curriculum** on pages 12–47.

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 - Vocabulary Enrichment/Keys
 - Chapter Activities & Projects
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ALGEBRA A



- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"I like this curriculum because it targets the students (i.e. dyslexia, ADHD, or cognitive learning disabilities) in our school and it provides real life examples. In addition, it provides step-by-step instructions which are especially important for our special needs students." *Juan A. III, Dean of Students/Head of Special Education, Pennsylvania*

ELEMENTS OF BASIC ALGEBRA A

Basic Algebra concepts are explained in a clear, step-by-step format. Algebra is divided into two parts, Algebra A and Algebra B to teach a complete high school algebra course.

- Concise, easy to understand instructions and real-life examples help students grasp difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Order of Operations
- Variables
- Properties
- Exponents
- Linear Equations



Student Book offers 180+ instructional and practice pages with real-life examples to build algebra skills.

Practice Book offers 180+ practice pages to reinforce algebra skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

Combine Elements of Basic Algebra A and Algebra B to meet the standards for a high school algebra course.

PRICING

Complete Kit (Books)

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EL-ALGA	\$790.00	EL-ALGA-RO	\$550.00

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YOU HAVE THE POWER!

Read this. → An exponent is a little number written next to a big number. The exponent tells how many times to multiply the big number by itself. It looks like this: 5^2 . This means 5×5 , which equals 25. The little 2 is the exponent. It DOES NOT mean to multiply the 5 by 2!



HIT IT HARD!

UNIT 1

The Game: Underline the

- What does 5^3 mean?
- What does 6^2 mean?
- What does 7^4 mean?

The Game: Answer the q

- 4^5
- What is the base num?
- What is the exponent?
- What does 4^5 mean?
- What is 4^5 ? _____

The Game: Find the power in blanks. Show your work!

$(-3)^3 = \underline{\hspace{2cm}}$

$3^5 = \underline{\hspace{2cm}}$

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Parentheses → ()

The parentheses can mean multiplication. They can also be used to group numbers together, like this:

$5(7 + 1) \quad (9 + 3)4 \quad (14 \div 2) + 3$

Remember: **Please Excuse My Dear Aunt Sally.** **P** means parentheses, so work out the numbers in parentheses first.

Example →

Work the parentheses.
Finish the problem.

$12 \div (2 + 2)$

$12 \div (4)$

$12 \div 4 = 3$



The Game: Fill in the blanks.

Work the parentheses. →
Finish the problem. →

$7 \times (3 - 1)$

$7 \times (\underline{\hspace{1cm}})$

$7 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Work the parentheses. →
Finish the problem. →

$5 \times (5 - 1)$

$5 \times (\underline{\hspace{1cm}})$

$5 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Work the parentheses. →
Finish the problem. →

$3 \times (3 + 4)$

$3 \times (\underline{\hspace{1cm}})$

$3 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



When do you work out the numbers in the parentheses?

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ALGEBRA B

ELEMENTS OF BASIC ALGEBRA B

Help your student grasp algebraic concepts. Algebra B continues the foundations from Algebra A. Difficult concepts are explained in a step-by-step format.

- Concise, easy to understand instructions and real-life examples help students grasp difficult concepts.
- Students' progress independently with standards-aligned, self-explanatory lessons.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.
- Achieve mathematic success with the Elements.

EXAMPLE CONCEPTS:

- Coordinate Graphing
- Writing & Graphing Linear Equations
- Slopes
- Inequalities & Systems
- Quadratic Functions & Equations



Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

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Combine Elements of Basic Algebra A and Algebra B to meet the standards for a high school algebra course.

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"I like the way it is broken down to enable one on one instruction for the 'at risk' student. This enhances student understanding of the curriculum and they are able to get a better grasp of the curriculum." *Trena E., Arkansas*

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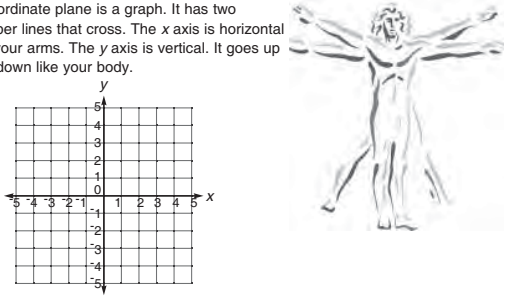
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COORDINATE PLANE

UNIT 1

Stand up. Stretch out your arms. You have made a human coordinate plane!

A coordinate plane is a graph. It has two number lines that cross. The x axis is horizontal like your arms. The y axis is vertical. It goes up and down like your body.



The axes cross at (0, 0), the point of origin. The arrows on the lines mean the lines go on forever.

The Game: Draw a coordinate graph. Include the x axis and the y axis. Include the positive and negative numbers.

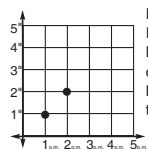
Lift your arms to shoulder level. Your arms are like which axis?

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TELLING THE FUTURE


Look at trends to predict the future.

Break It Down:
You can predict the future! Not really, but you can have an idea about what might happen.



Example:
It began to rain at noon.
By 1 p.m., it had rained one inch.
By 2 p.m., it had rained two inches.
By 4 p.m., it had rained a total of four inches.

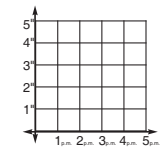
If it keeps raining at the same rate, how much rainfall will there be by 3 p.m.?



The Game: Plot the rainfall, graph the line, and fill in the blanks.

It began to rain at noon.
By 1 p.m., it had rained one inch.
By 2 p.m., it had rained two inches.
By 4 p.m., it had rained a total of four inches.

Plot the rainfall. Draw a line through the points.



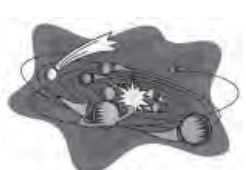
It keeps raining!
What do you think the total rainfall will be at 5 p.m.? _____
What do you think the total rainfall will be at 6 p.m.? _____
Do you predict that there is a chance of a flood? _____

What is another word for guess or foretell?

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QUADRATIC

Quadratic equations explain about real life, such as the planets' orbits around the sun.



Break It Down:
A quadratic equation is an equation with one or more variables in it raised to the second power, or squared, and there are no variables in it that have a higher power than that. Look for x^2 or y^2 in it!

Attention! This is the formula for a quadratic equation that we are going to use:
 $y = ax^2 + bx + c$
(a, b, and c can have any value, except that a cannot be 0.)

Examples of quadratic equations:
 $0 = 2x^2 + 5x + 3$ $x^2 + 3x + 5 = 0$
 $3x^2 - 4x + 3 = 0$ $-5x^2 - 2x + 3 = 7$

This is a quadratic equation too:
 $0 = x^2 - 2x$ Don't be tricked! $a = 1$, $b = -2$, and $c = 0$

The Game: Circle the x^2 in each quadratic equation.

$y = ax^2 + bx + c$	$-5x^2 - 2x + 3 = 7$
$0 = 2x^2 + 5x + 3$	$0 = x^2 - 2x$
$y = 1x^2 + 3x + 2$	$3x^2 - 4x + 3 = 0$
$0 = 1x^2 + -2x$	$x^2 + 3x + 5 = 0$

What is the formula that we are using for a quadratic equation?

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SHAPE

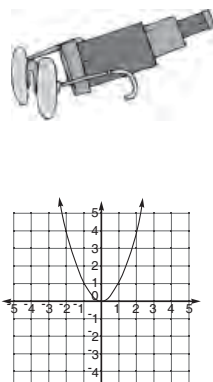
The shape of the parabola is important.

Break It Down:
The shape tells about the coefficient.

The coefficient is a number that is multiplied by a letter (variable).
Examples:
 2 is the coefficient of x^2 . → $2x^2$
 -2 is the coefficient of x^2 . → $-2x^2$

x^2 or $1x^2$

This parabola opens upward.
The coefficient is positive.
The coefficient is 1.



Does the U-shaped parabola look like a cup or a cap? _____

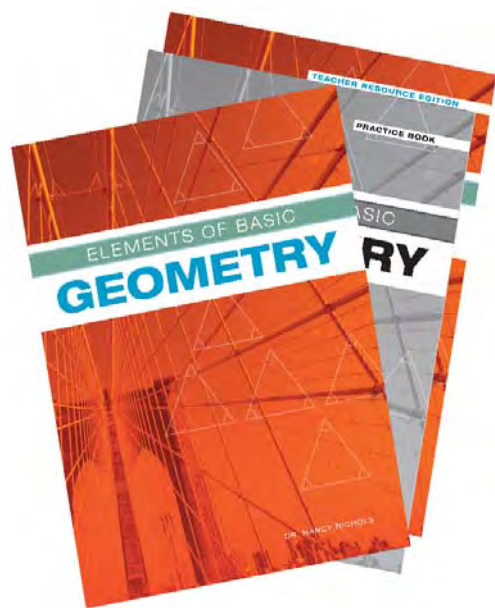
The left half of this parabola is the mirror image of the right half. The parabola is vertical, and is symmetrical about the y-axis, so it is an even function.

The Game: Underline the coefficients of x^2 . Write P for POSITIVE or N for NEGATIVE.

$2x^2$ _____
 $1x^2$ _____
 $-5x^2$ _____
 $4x^2$ _____
 $6x^2 + 3$ _____

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GEOMETRY



- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

ELEMENTS OF BASIC GEOMETRY

Guides students' understanding of basic principles of geometry by identifying, analyzing, constructing, and measuring.

- The Elements of Basic Geometry gives struggling readers the support they need to understand difficult concepts.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Geometric Shapes
- Perimeter, Area, & Volume
- Radii & Diameters
- Logic & Relationships



Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

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"Broken down, easy to use, and provides foundational instruction to build upon in high maths." *Joanne R., Lead Exceptional Ed. Teacher, Georgia*

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ELEMENTS OF BASIC GEOMETRY SAMPLE PAGES

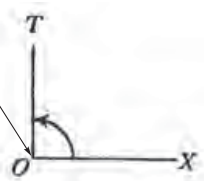
ANGLES

Angles are two rays with the same endpoint. The endpoint is called a vertex point. To name an angle, use the symbol \angle . When we name an angle, the middle letter must be the vertex point.

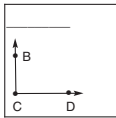
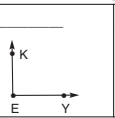
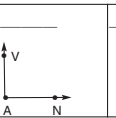
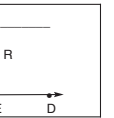


This is $\angle TOX$. It can be called $\angle XOT$ too. O is the vertex point.

VERTEX POINT



The Game: Write the names of the angles in the blanks.

			
$\angle ABC$	$\angle XYZ$	$\angle MNO$	$\angle JKL$


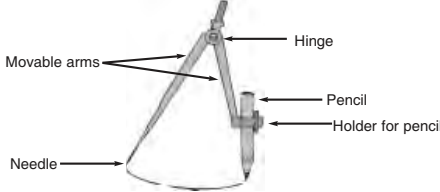
The Game: Draw the angles.

$\angle ABC$	$\angle XYZ$	$\angle MNO$	$\angle JKL$
--------------	--------------	--------------	--------------

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DRAWING A CIRCLE


We use a compass to make an accurate drawing of a circle. There are two movable arms. One arm has a pointed end and the other arm holds a pencil. This is a compass.

How to draw a circle with a compass:

1. Tighten the hinge so that it does not slip.
2. Tighten the holder for the pencil.
3. Line up the pencil lead with the compass needle.
4. Press down on the needle and turn the knob at the top of the compass to draw. Turn the compass 360° .


The Game: Draw the circle.
Make a compass with your hand. Press your thumb down and turn your hand so your little finger draws an imaginary circle.



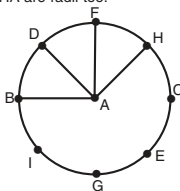
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RADII

A radius is any line segment that has one endpoint at the center of the circle and the other endpoint on the circle. Every radius of the same circle is the same length.



Look at OA. \overline{BA} is a radius of OA. \overline{DA} , \overline{FA} and \overline{HA} are radii too.

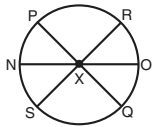


$\overline{BA} = 1"$
 $\overline{FA} = \underline{\hspace{1cm}}$
 $\overline{HA} = \underline{\hspace{1cm}}$

Important tip → The measurement of the diameter is the radius times two. Find the measurement of the diameters of OA.

$\overline{BC} = \underline{\hspace{1cm}}$ $\overline{HI} = \underline{\hspace{1cm}}$
 $\overline{FG} = \underline{\hspace{1cm}}$ $\overline{DE} = \underline{\hspace{1cm}}$

Important tip → The measurement of the radius is the diameter divided by two. Look at OX. \overline{NO} , \overline{PQ} , and \overline{RS} are diameters of OX. $\overline{NO} = 4$ cm. Find the measurement of the radii of OX.



$\overline{NX} = \underline{\hspace{1cm}}$
 $\overline{RX} = \underline{\hspace{1cm}}$
 $\overline{SX} = \underline{\hspace{1cm}}$

The Game: Follow the directions.

Draw $\odot V$. \overline{WX} and \overline{YZ} are diameters of $\odot V$.

$\overline{WX} = 6$ cm $\overline{WV} = \underline{\hspace{1cm}}$
 $\overline{YZ} = \underline{\hspace{1cm}}$ $\overline{ZV} = \underline{\hspace{1cm}}$

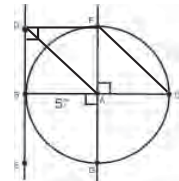
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ELEMENTS OF BASIC GEOMETRY

Name _____

PRETEST

Look at the picture. Write the answers in the blanks.



1. $m\angle FAC = \underline{\hspace{1cm}}$
2. $m\angle FAB = \underline{\hspace{1cm}}$
3. $m\angle FDB = \underline{\hspace{1cm}}$
4. $m\angle CAG = \underline{\hspace{1cm}}$
5. $m\angle FAD = \underline{\hspace{1cm}}$
6. $m\angle DBE = \underline{\hspace{1cm}}$
7. $m\overline{AB} = \underline{\hspace{1cm}}$
8. $m\overline{AF} = \underline{\hspace{1cm}}$
9. $m\overline{BC} = \underline{\hspace{1cm}}$
10. $m\overline{DF} = \underline{\hspace{1cm}}$

Look at the picture. Write T for True or F for False.

1. $\overline{AB} \parallel \overline{FG}$ _____
2. $\overline{AB} \perp \overline{DE}$ _____
3. $\overline{DA} \parallel \overline{FA}$ _____
4. $\overline{AB} \perp \overline{DF}$ _____
5. \overline{DA} is a chord. _____
6. \overline{BC} is a diameter. _____
7. $\angle DBA$ is a right angle. _____
8. Point D lies in the interior of $\odot A$. _____
9. \overline{AB} , \overline{AF} , and \overline{AC} are radii. _____
10. $\angle DAF$ is an acute angle. _____

Look at the picture. Write the answers in the blanks.

What is one diagonal of $\square B DFA$? _____

What is the perimeter of $\square B DFA$? _____

What is the area of $\square B DFA$? _____

Fill in the blanks. $V = l \times w \times h$

Shala's gift box is 5" long, 2" high, and 4" wide. She wants a watch. The volume is _____ cubic inches. Do you think a watch could fit in the box? _____

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BIOLOGY

ELEMENTS OF BASIC BIOLOGY

Guide students to understand the basic principles of biology. Students study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

- The Elements of Basic Biology gives struggling readers the support they need to understand difficult concepts.
- Concise, easy to understand instructions and real-life examples help students master objectives.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Characteristics of Living Organisms
- Scientific Method
- Organic Molecules
- Cell Theory
- Mendelian Genetics



Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

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- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"It targets a student population that very often has few materials that are at an appropriate level, but still RESPECTFUL of the students' age and their self-esteem."
Ernie M., Director of Educational Programs, Alaska

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YOU ARE A SCIENTIST

Scientists examine living things. When you see that one kind of fish looks different from another, you are observing nature. When you watch the way birds fly, you are studying biology.

What flavor of ice cream do you like best?

You did an investigation when you tasted other flavors. You compared the flavors and learned that you like some flavors better than others. You are a scientist!



The Game: Check (✓) the things you have done.

<input type="checkbox"/> gone to a zoo	<input type="checkbox"/> walked on a nature path
<input type="checkbox"/> fed a kitten	<input type="checkbox"/> barked or made animal sounds
<input type="checkbox"/> found a bird nest	<input type="checkbox"/> looked at the stars
<input type="checkbox"/> planted seeds	<input type="checkbox"/> swam in a lake or ocean
<input type="checkbox"/> felt a spider web	<input type="checkbox"/> watched an animal eat or sleep

LAB SAFETY IS IMPORTANT


- Listen carefully and follow directions.
- Don't goof off, run, push others, or make a mess. No eating or drinking in the lab.
- Stay safe. Wear goggles, gloves, masks, and lab coats. Gloves may cause latex allergies.
- Wash your hands before and after each experiment.
- Know what is poisonous. Know what to do if there is an emergency.
- Never stick your nose into or look directly into a test tube. Don't taste chemicals.
- Never point the open end of a test tube toward yourself or anyone.
- Use only clean glassware that isn't broken or chipped.
- Keep electrical equipment away from water.
- Never reach across a flame. Keep flames and flammable solutions far apart.
- Throw away all needles, razors, pins, and toothpicks in a safe container.
- Treat animals with safety and respect.

What is a word that means to look at something carefully?

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ALLELES

Each gene can be found at a certain place on a particular chromosome. There are two copies of the gene. Where the gene is found is called the locus. Different forms of the same gene are called alleles. If the two alleles are the same, they are called homozygous. If the two alleles are different, they are called heterozygous.



The gene for eye color in people has different alleles. List some different eye colors.

The Game: Answer the questions.

If a person has two alleles for blue eyes, are the alleles homozygous or heterozygous? _____

If a person has one allele for brown eyes and one allele for blue eyes, are the alleles homozygous or heterozygous? _____

The Game: Fill in the Punnett square.

Parent A **TT** This parent pea plant is homozygous tall (all tall genes).
Parent B **tt** This parent pea plant is homozygous short (all short genes).

	T	T
t		
t		

← Parent A

← This shows four offspring. How many have a gene for tallness? _____

↑ Parent B

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GOALS and OBJECTIVES

NAME _____

Draft
 Accepted by Educational Planning Committee

Duration of services: From ___/___/___ **to** ___/___/___

MEASURABLE OBJECTIVES:	Mastery Codes: M - Mastered C - Continued D - Discontinued	DATE	DATE	DATE	DATE	DATE	DATE
The student will demonstrate an understanding of basic principles by							
<input type="checkbox"/> 19. Classifying organisms at several taxonomic levels; using taxonomic nomenclature.							
<input type="checkbox"/> 20. Identifying and describing characteristics of kingdoms.							
<input type="checkbox"/> 21. Understanding spontaneous generation, and observing and explaining the results of natural selection.							
<input type="checkbox"/> 22. Understanding ecology and how living things coexist, incl. ecosystems, habitats, succession, and relationships.							
<input type="checkbox"/> 23. Understanding natural resources, land and water biomes, and pollution.							
<input type="checkbox"/> 24. Explaining the flow of energy through water, carbon, nitrogen, and phosphorous cycles.							
<input type="checkbox"/> 25. Explaining the characteristics of plants and describing the process of bryophytes and tracheophytes.							
<input type="checkbox"/> 26. Explaining types of plants, including angiosperms and gymnosperms.							
<input type="checkbox"/> 27. Identifying the parts of plants and the functions of various parts.							
<input type="checkbox"/> 28. Describing plant growth and the process of photosynthesis; describing tropism.							
<input type="checkbox"/> 29. Describing plant reproduction, incl. sexual and asexual reproduction, and alternation of generations.							
<input type="checkbox"/> 30. Describing plant diversity around the world, incl. biomes and plant survival in extreme conditions.							
<input type="checkbox"/> 31. Explaining the characteristics of animals; comparing and contrasting invertebrates and vertebrates.							
<input type="checkbox"/> 32. Describing the characteristics of vertebrates: fish, amphibians, reptiles, birds, and mammals.							
<input type="checkbox"/> 33. Describing homeostasis and the organs and functions of the skeletal, muscular, digestive, and urinary systems.							
<input type="checkbox"/> 34. Describing the respiratory, endocrine, and nervous systems; describing the parts of the brain.							
<input type="checkbox"/> 35. Describing the circulatory, lymphatic, and reproductive systems; describing human reproduction.							
<input type="checkbox"/> 36. Comparing and contrasting bacteria and viruses; understanding about health and disease.							

INTEGRATED PHYSICS AND CHEMISTRY



ELEMENTS OF BASIC INTEGRATED PHYSICS AND CHEMISTRY

Combining both physical science and earth science concepts, Elements of Basic Integrated Physics and Chemistry improves students' ability to understand topics including properties and phases of matter, the scientific method, electromagnetism, and more.

- The Elements of Integrated Physics and Chemistry gives struggling readers the support they need to build a solid science foundation.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is standards aligned and self-explanatory, so students can progress independently through grade-level material.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"I use this book with my regular education and Special Ed students. Chemical formulas are especially hard for kids to understand. The way chemical formulas are explained makes it easy for my students to master the concept." *Donald D., Inclusion Science Teacher, Texas*

EXAMPLE CONCEPTS:

- Properties & Phases of Matter
- Scientific Method
- Periodic Table
- Motion, Force, & Energy
- Electromagnetism

**Standards
Aligned**

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

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THE SCIENTIFIC METHOD

UNIT 1

Science is ever changing and does not explain everything. The scientific method is one way we study our world. When we try to find answers to questions, such as "Will a toy car go farther on a board if it's lightweight or heavy?" we are using the scientific method.



- THE
1. State your problem or
 2. Look up information a
 3. Write down what you
That is your hypothes
 4. Set up an experiment
 5. Perform the experime
(whether it is what yo
 6. State the results of th
 7. Explain what you lear

The Game: Use the Scienti

1. The question: Will a toy car go farther on a board if it's lightweight or heavy?

2. Look up information about

3. What do you think will happen if the car is heavier?

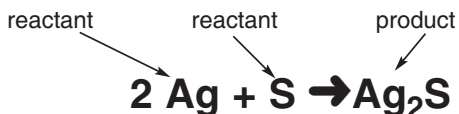
4. Set up an experiment. Get
5. Perform the experiment. E
a book. Set the car at the
the distance it traveled. Th
Measure the distance it tra
measured. _____
6. What happened? Did the c
with the weight attached?

7. What did you learn? _____

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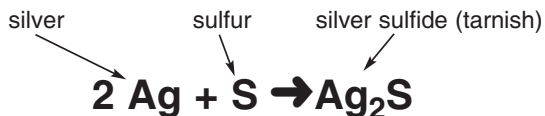
CHEMICAL EQUATIONS

Chemical equations describe chemical reactions. Equations are shortcuts! You don't have to write all the words out.

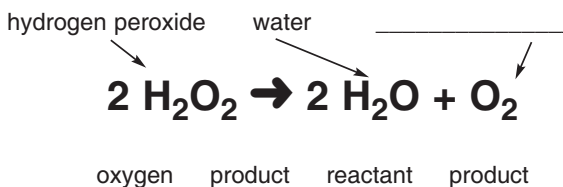
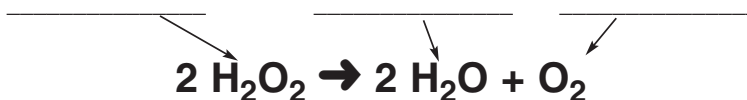


A reactant is a substance that is changed in a chemical reaction. A product is the substance that is formed.

FYI: The big arrow points to the substance that is being formed.



The Game: Fill in the blanks with the words listed below. Look at the arrows. The big arrow points to the two substances that are being formed.



UNIT 3

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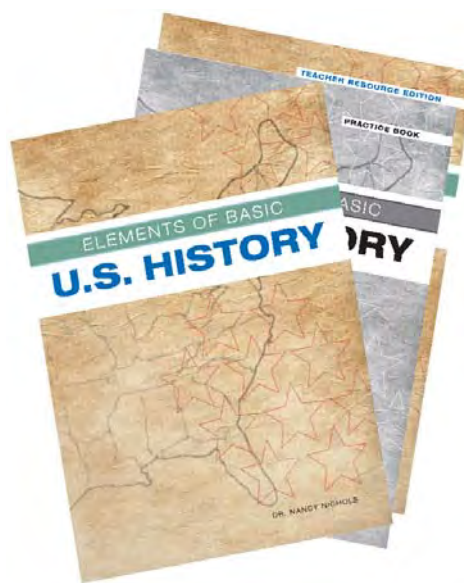
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U.S. HISTORY

ELEMENTS OF BASIC U.S. HISTORY

America's story comes alive with easy-to-read lessons. United States history is covered from prehistory to the present. Important people, significant events and issues, and their real-life impact are examined.

- The Elements of U.S. History gives struggling readers the support they need to build a solid foundation.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.
- Builds vocabulary skills!



EXAMPLE CONCEPTS:

- Settlement
- Isolationism & Expansion
- The Great Depression
- The World Wars
- Civil Rights
- Domestic & Foreign Relationships



Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"Well written; covers standards at a level the lower readers can understand." *Lucinda C., Director of Special Services, Missouri*

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THE END

Look at the picture of Winston Churchill, Franklin Roosevelt, and Joseph Stalin. On February 4, 1945, the Big Three met in Yalta. Yalta is a city in the southern part of the Ukraine. They planned the last stages of the war.



Soon after, on April 12, 1945, Truman became President. Roosevelt died in 1945. He led the country through the war years. Less than a month after his death, the war in Europe ended.

As they advanced, the Allies found many survivors were rescued. They were helped.

By the end of April 1945, Germany was destroyed. The Allies had Berlin. Hitler's men fought to the death. Hitler committed suicide. He bit a cyanide capsule. His aides burned his body. Colonel General Eisenhower signed the terms of the war. After more than five years, the war was over.

The Game: What happened

- February 4, 1945 _____
- April 12, 1945 _____ **PP**
- April 30, 1945 _____
- May 7, 1945 _____



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BATTLE OF BRITAIN

Winston Churchill became the British prime minister. Hitler thought that Britain would give up after France surrendered. Not a chance!

Churchill said that even though all of Europe might fall, ". . . we shall not flag or fail. We shall go on to the end . . . we shall fight in the seas and oceans . . . we shall fight on the beaches, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender . . ."

Hitler planned to attack Britain. The English Channel is the part of the Atlantic Ocean that is between western France and southern England. Hitler did not have a lot of ships to take troops across the English Channel, so he planned an attack by air.

The Battle of Britain began when Germany bombed London. Then, Churchill ordered an air attack on Berlin, the capital city of Germany. This made Hitler mad. He ordered the bombing of British cities. British cities took a beating, but the military bases were okay. Pilots were trained and planes were replaced. Britain was able to keep warplanes in the air. Finally, in May 1941, Germany stopped the air attack. More than 40,000 British civilians had lost their lives.



The Game: Look at the map. Germany bombed London and other British cities. Britain bombed Germany. Draw a line from Germany to London.



The planes that flew from Germany to London crossed over which body of water?
ENGLISH CHANNEL

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UNIT 4

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WORLD HISTORY



- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"These books are amazing, they help the kids really understand the material and RETAIN the concepts...the kids really have a good basis to build upon." *Freda H., Special Education, Alternative Education, Texas*

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ELEMENTS OF BASIC WORLD HISTORY

Engage students in the relevance of world history in their lives. Explore the world's people, from the earliest times to the present in a dynamic format. Follow the development, causes, and effects of major events in history.

- The Elements of World History gives struggling readers the support they need to build a solid foundation in world history.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- River Valley Civilizations
- Rise & Fall of Classical Civilizations
- Impact of the Silk Road
- Development of Slave Trade
- Global Impact of Industrial Revolution
- Causes and Impacts of World Wars

**Standards
Aligned**

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

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EGYPT

Egypt was one of the first civilizations. Egypt was great because of the Nile River. The Nile starts at Lake Victoria. It flows north for more than 4,000 miles. Each year the Nile would flood. It left silt, black soil that is good for growing crops. Boats on the Nile carried goods from one place to another.



UNIT 1

Egypt's kings were called pharaohs. They were from the same family. That's a dynasty.

Egyptians worshipped many gods. Osiris, ruler of the world, married Isis every night and gave birth to it.

Kingdom	Ideas and Way of Life
Old Kingdom (2700 BC – 2200 BC)	Egyptians said pharaohs lived after death. They buried the pharaoh's body in a pyramid to keep it safe. The Great Pyramid of Giza. It is the size of a mountain.
Middle Kingdom (2100 BC – 1800 BC)	Pharaohs were very powerful. Their power was strong. There were many wars.
New Kingdom (1500 BC – 1000 BC)	Pharaohs were so powerful that they began to fall apart.

The Game: Look at the map of Egypt. Trace the flow of the Nile River. Begin at Lake Victoria and end at the Mediterranean Sea. Include the Blue Nile.

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LONG AGO

Would you like to . . .
 live in a cave? _____ hunt for food? _____
 live without a TV? _____

World History helps us know more about people and their ways of life.

Scientists tell us that the first humans to walk on two legs were hominids. In 1994, a hominid skeleton was found in Ethiopia. She was named Ardi. She was 4 feet tall and weighed 110 pounds. She lived 4.4 million years ago!



UNIT 1

The scientific name for humans is Homo sapiens. Scientists tell us that Homo sapiens lived in Africa about 200,000 years ago. Homo sapiens have big brains. They used their brain power to control fire. They were hunters. They went to other parts of the world to hunt animals.

Paleolithic Age → 2,500,000 BC to 8,000 BC

Humans began making tools from stone. They made spears, axes, and arrows. Campfires kept them warm and also kept wild animals away.

Neolithic Age → 8,000 BC to 3,000 BC

Time passed. People stopped hunting as much. They lived in villages. They grew food and raised animals. Farming villages were the start of civilizations. Language, trade, government, art, music, and learning were part of their way of life.

Archaeologists study skeletons, tools, and things from long ago.

archaeo → first, from the beginning

ology → the study of

archaeology → the study of ancient humans and how they lived

The Game: Draw lines matching the words with the meanings.

- 1. archaeologists the study of
- 2. archaeo first
- 3. ology first humans to walk on two legs
- 4. hominids people who study skeletons and things from long ago



Agriculture is another word for farming. Did people farm during the Paleolithic Age? _____

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WORLD GEOGRAPHY

ELEMENTS OF BASIC WORLD GEOGRAPHY

Lessons explore the physical features of the earth, and how that shapes cultural patterns of regions. The influence of geography on events of the past and present is presented in an easy-to-understand format. Students use problem-solving skills to ask and answer geographic questions.

- The Elements of World Geography gives struggling readers the support they need to build a solid foundation.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- People, Places, & Environments
- Landform, Climates & Ecosystems
- Growth & Distribution of Population
- Geography Affects Economy
- Spread of Culture
- Interpret Maps

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

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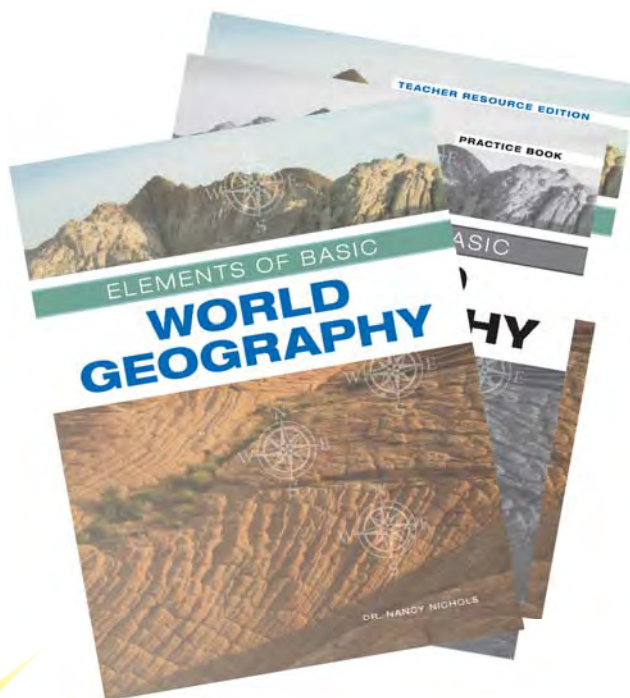
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**Standards
Aligned**

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

"The curriculum allows students to gain a deep understanding of the significance of what they are studying. They are able to participate effectively in the classroom environment." Vivian H, Director of Special Education, Harris County Juvenile Probation Department, TX

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TOOLS OF GEOGRAPHY

A geographer is a scientist. Geographers study Earth and how people act with the planet.

Geographers' tools are more than just equipment! Tools also include the different ways geographers get information.

Geographers' Tools

1. field study – looking at what is around you
2. mapping – showing information and GPS
3. interviews – asking people about their environment
4. analysis – finding hidden patterns, planning and exploring
5. scientific tools – fancy tools and shapes that are hard to see

Some people think a geographer only makes maps.

Cartography means cart → map or chart

The Game: Write the letters

FS = field study M
A = analysis ST

1. The pirate drew a map and
2. Joe saw fewer trees as he
3. People in a flood area were
4. Planners mark the big trees
5. Doppler radar and satellites



What does a cartographer do?

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UNIT 1

ABOUT ANTARCTICA

Antarctica is a continent of ice. It is the driest and coldest continent in the world. It is about 1.5 times the size of the U.S. However, if all the ice melted, it would only be half its size. Thousands of feet of ice have built up on the land. Because it is so cold year round, the ice doesn't melt. Temperatures can drop lower than -100°F in the winter. That's cold!

Long ago, Antarctica was warm. There were volcanoes, lakes, and mountains. Some of these are now frozen or under large ice sheets. Antarctica is divided into two regions by the Transantarctic Mountains.

Antarctica does not belong to any one country. Antarctica has some metal, mineral, and energy resources. However, world countries have agreed not to mine these resources. Antarctica has been declared a continent for peaceful and global scientific research.



The Game: Look at the map comparing the U.S. with Antarctica. Follow the directions.

1. On the U.S., write USA.
2. Trace the map of Antarctica.
3. Which looks bigger?



What is the driest and coldest continent in the world?

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UNIT 6

GOVERNMENT



- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

ELEMENTS OF BASIC GOVERNMENT

Students understand different forms of government, how government in the United States operates, and how it affects individual lives.

- The Elements of Government gives struggling readers the support they need to understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- Interesting & informative!

EXAMPLE CONCEPTS:

- Overview of U.S. Government
- Governments & Economies
- Levels of Government
- U.S. Constitution
- Voting Process



Student Book offers 90+ pages with real-life examples to build skills.

Practice Book offers 90+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

"This book presents the elements involved in understanding the complexities of American Government in a step-by-step, concise process that even mentally challenged students are able to grasp." Laurie M., Special Education Teacher, MO

PRICING

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WHAT IS GOVERNMENT?

UNIT 1

Government means lots of things.

Here are some important ideas to remember:

- Government controls a country, state, or city.
- Government affects every person in the country.
- Government affects everyone.
- There are rules called laws.



The government in America is elected. We have the power to choose, elect, and want. We are citizens.

The government in the U.S. should be important.

The Game: Check (✓) the

- voting
- player
- laws



How do we t

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OUR AMAZING CONSTITUTION

All American citizens enjoy freedom, protection, and rights.

Break It Down: The U.S. Constitution set up a new government that is not like any government in history. The U.S. Constitution is the oldest and shortest national constitution in the world.

Does the Constitution really help us in our "pursuit of happiness?" Are we better people because of it?



Our federal government was well planned. The limited government power and clear rights let every person be part of the governmental process, be safe, and have freedom.

Everyone has the choice to use their freedom correctly. Our Constitution is strong, but it survives because individuals make good choices every day.

The Game: List five good choices that you have made today.

1. _____
2. _____
3. _____
4. _____
5. _____

The Game: List four important facts you have learned about your government.

1. _____
2. _____
3. _____
4. _____



How does the Constitution really help you in your daily life?

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UNIT 3

ECONOMICS

SPEECH COMMUNICATION



**Standards
Aligned**

ELEMENTS OF BASIC ECONOMICS

Guides students' understanding of the system of personal and global economics. Real-life examples and circular flow models demonstrate how systems work.

- The Elements of Economics gives struggling readers the support they need to understand difficult concepts.

EXAMPLE CONCEPTS:

- Structure of the U.S. Economy
- Markets & World Economy
- Supply & Demand
- Free Enterprise
- Debt, Credit, & Loans

• **Grade: High School**
• **Reading Level: Grades 2 – 4**
• **Target Populations: Special Ed, Dyslexia, English Language Learners**

Student Book offers 90+ pages with real-life examples to build skills.

Practice Book offers 90+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

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ELEMENTS OF BASIC SPEECH COMMUNICATION

Elements of Speech Communication incorporates both academic topics and life skills components. Social skills, personal improvement, and important job skills are addressed in a personal, real-life way.

- The Elements of Speech Communication gives struggling readers the support they need to master objectives.

EXAMPLE CONCEPTS:

- Communication with Others
- Informative & Persuasive Speech
- Public Speaking Incl Stage Fright
- Writing Outlines
- Robert's Rules of Order


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ELEMENTS OF BASIC ECONOMICS SAMPLE PAGES

WHY IS IT IMPORTANT TO KNOW ECONOMICS?

Your choices and the choices of each person in the U.S. affect our economy. We work, buy things, vote, and have businesses. The choices we make every day are important.




Do you have a savings account at a bank? _____ Your money can earn interest there. You can have more money!

Money traps bring heavy debt and bad credit. Credit cards, payday loans, pawn shops, rent-to-own furniture stores, and lotteries take your money . . . *fast!*

Money traps charge hidden fees and very high interest. If you are paying 20 or 25% interest on a loan, it's hard to pay it back. The problem is that you dig yourself deeper and deeper into debt. Do you stay away from money traps? _____

The Game: Explain why money traps are bad.

UNIT 4




Why is it a good idea to have a savings account?

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DO YOU LIKE TO SHOP?

Most people like to shop!

Do you have this problem? Sometimes when you buy one thing, you don't have the money to buy other things that you want.



You think about your money and how you make more money to buy things. First, you must buy the things you need. Then you can buy things for fun. This is economics!


Countries do this too. Most countries want better schools, better roads, better health care, and a bigger army. A country must decide the best way to spend its money.

The Game: Put an X next to the two best ways for a FAMILY to spend money.

1. pay the light bill _____	4. go to the movies _____
2. buy a pizza _____	5. buy a bag of cookies _____
3. buy a TV _____	6. take the sick baby to the doctor _____

Put an X next to the two best ways for YOU to spend money.

1. buy a new ring _____	4. pay a bill you owe _____
2. buy lunch _____	5. buy a new game _____
3. buy candy _____	6. buy junk food _____




What should you buy first, things you want or things you need?

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ELEMENTS OF BASIC SPEECH COMMUNICATION SAMPLE PAGES

DEBATE

Debating is arguing for or against something. A formal debate is like a sport. There are two sides. Each side takes turns talking about a subject. Each side has a different view. The debate is judged by the audience or a group of judges.




The presidential debates are interesting. Both people who want to be president debate important issues. They explain their ideas about war, education, and the way the government spends our money.

When you and your friend talk about a movie and you have different views, you are debating. A debate is not a fight.

The Game: Check the examples of a debate.

1. two people agree about cleaning up trash in the park
2. two students with different ideas talk about the school trip
3. you and your mom talk: you want to go shopping, but your mom does not want you to go
4. a group of students plan a project
5. two people want to be mayor; each person tells how he or she would run the city

UNIT 5




What is a debate?

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TALKING ON THE PHONE

Talking on the phone is a lot of fun! It's easier than going to your friend's house to talk. Using words like "hello" and "please" show courtesy.




Social Rules for Talking on the Phone

- Call at times when you won't disturb the family. Don't call too early or late at night. Don't call at mealtimes.
- Always say who you are. "Hello. This is Joe Castro. May I please speak with Maya?"
- Don't talk too long. Someone else may need to use the phone.
- Business calls should not be long. Speak clearly and tell the reason for your call.
- Be polite.

The Game: Check the sentences that show courtesy.

1. Hello! This is Mary Smith.
2. What's up, Anna?
3. Thank you.
4. Good morning. My name is Ben Kelly. May I speak with the person in charge of new phone service? Thank you.
5. I know it is your dinner time, so I will let you go now. Thank you.



What is one rule for talking on the phone?

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BASIC ENGLISH



- Grade: High School/Jr High School
- Reading Level: Grades 1 – 3
- Target Populations: Special Ed, Dyslexia, English Language Learners

"I love that I can use it with my lower functioning ESE students and with my ELL students. There is a feeling of accomplishment for them and the basics are mastered." *Sari H., ESE Teacher, Florida*

ELEMENTS OF BASIC ENGLISH

Struggling and emerging readers learn the fundamentals of reading and language mechanics. Lessons begin with the basics in word families, syllabication, and sentence structure to build decoding and fluency skills. Self-explanatory lessons strengthen reading, writing, and oral language skills. Engaging activities teach real-life skills such as alphabetizing in the workplace, check and letter writing. Developed for older students who need reinforcement of basic reading skills.

- Each lesson is self-explanatory, so students can progress independently.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Word Families
- Parts of Speech
- Syllabication
- Sentence Structure
- Alphabetical Order & Abbreviations

For Emerging Readers!

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

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WHY IS THIS IMPORTANT TO YOU?

UNIT 1

RESPECT!
People respect you when you speak correctly.

COMMUNICATION!
People understand you when you speak correctly. It is easier to get what you need when people understand you.



Writing is important too. People respect you when you write correctly.

How can you become a better speaker and writer? By reading more!
This class is set up to help you read, write, and speak better. This will help you get more of what you want in life.

The Game: Put a check (✓) if reading, writing, and speaking correctly help you do these things:

<input type="checkbox"/> get a job	<input type="checkbox"/> make a doctor's appointment
<input type="checkbox"/> write a letter	<input type="checkbox"/> fish
<input type="checkbox"/> ride a bus	<input type="checkbox"/> eat a hamburger
<input type="checkbox"/> read a map	<input type="checkbox"/> write a song
<input type="checkbox"/> cut your toenails	<input type="checkbox"/> dig a hole

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I FAMILIES

UNIT 1

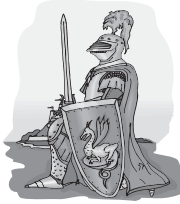
The vowel I has word families that are interesting! **Say these words:**

_ick kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick

_ight knight, light, might, night, right, sight, tight, bright, flight, fright, slight

_ill fill, hill, pill, will, chill, drill, grill, skill, spill, thrill

_in bin, fin, pin, sin, win, chin, grin, skin, spin, thin, twin



Pick words from each of the word families. In each box, draw a picture and write the word.

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LOOK AT THE NAME


Break it Down: Look at the first letter of each word or name. If they are the same, look at the second letters. If they are the same, look at the third letters! Then put the words in alphabetical order. Example:

Thomas B. Smith
Thomas A. Smith
Thomas E. Smith

Look at the seventh letter. It's different. Put the names in alphabetical order by using the seventh letter, like this:

Thomas A. Smith
Thomas E. Smith
Thomas B. Smith

UNIT 3




The Game: You work in a drug store. Write these names in alphabetical order so each person gets the right medicine!

Jose I. Garcia Jose A. Garcia Jose J. Garcia

Cold medicine _____

Pain medicine _____

Skin rash medicine _____

 *Why is this an important job skill?*

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ELEMENTS OF BASIC ENGLISH	CHAPTER ACTIVITIES AND PROJECTS
----------------------------------	--

Chapter 1

ACTIVITIES

- With a partner or in a small group, create and play a matching ("Concentration") game using word family words. Choose 10–15 word family words, and write each one on a blank index card. Copy a second set on a different color of index cards.
- Make a word family spider. Write the letters of the word family in the center circle. Draw lines from the circle for the spider's legs. Write words from the word family on each leg.
- With a partner and with the help of an adult (to monitor appropriate content), look up tongue twisters on the Internet, and take turns reading them aloud.
- Choose 10–15 word family words. Write each word, and draw a picture.
- With a partner or individually, copy 10 words that are written on objects in the room.

PROJECTS

- Clip pictures and words from magazines that are of personal interest. Make a collage.
- Make "A Word a Day" vocabulary calendar. Use real-life words such as "merge," "customs," and "income tax."

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ENGLISH LANGUAGE ARTS I

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS I

Struggling readers strengthen reading, vocabulary, and language skills with age-appropriate passages. Analysis includes higher order thinking skills. Writing includes composition and mechanics.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Reading: Comprehension (Analysis, Making Inferences, Drawing Conclusions) of Literary Text
- Vocabulary Development and Usage
- Writing and the Writing Process
- Oral and Written Conventions: Grammar and Spelling
- Research: Gathering, Synthesizing, Presenting
- Listening and Speaking

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**Standards
Aligned**

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

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Margaret L., Special Education Teacher, Anna ISD, Texas

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ANALYSIS

If you think you know what a word means, go back and reread the sentence using the definition. Ask: Does it makes sense?



Ex:
Para 1 penetrating
The cold was penetrating.

You could say:
The cold was piercing, and it v

Penetrating can mean "piercing"
Does the definition make sens

The Game: Draw lines match

1. draining the warmth
2. shouted into the wind
3. downdraft
4. cleared for takeoff
5. magnificent scene
6. muscles were grateful
7. run smack into
8. icy blanket



Predict what will h

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FICTION

Stories about people and events that are not real are fiction. Scientists have found that reading fiction makes the brain work better.

Story Four is realistic fiction. The story about Henry is made up, but it could be real.

Realistic fiction is not true, but could happen. Some events, people, and places may even be real. Realistic stories are about everyday problems and relationships.



UNIT 4

Read the excerpt from *To Kill a Mockingbird*. Scout, the main character, is talking. Atticus is her father.

Atticus had promised me he would wear me out if he ever heard of me fighting any more; I was far too old and too big for such childish things, and the sooner I learned to hold in, the better off everybody would be.

FYI: An excerpt is a part or passage taken from a book, play, or other text.

The Game: Check the sentences that are realistic fiction.

- Our dog brought the newspaper in each morning and put it on the sofa.
- With a snap of his fingers, the fire began to burn merrily in the fireplace.
- After the campfire had gone out, the campers crawled into their tents.
- At the stroke of midnight, all the clocks in the house began to chime.
- The girl quietly crept up the stairs to her bedroom.
- The frog and toad danced around the toadstool.
- The full moon shone brightly in the night sky.



Read the excerpt from *To Kill a Mockingbird* again. Is it realistic fiction? Why?

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ENGLISH LANGUAGE ARTS II

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS II

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- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program extends language skills and fosters learning and success for students of all ability levels with skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Literature Analysis: Comprehension, Making Inferences, Drawing Conclusions, Prediction, Appreciation
- Vocabulary Knowledge and Usage
- Literary Elements and Devices
- Composition and the Writing Process
- Oral and Written Conventions: Grammar, Mechanics, Spelling
- Research: Gathering, Synthesizing, Presenting
- Listening and Speaking

**Standards
Aligned**



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UNDERSTAND THE STORY

As you read, ask yourself questions and make guesses. The more you get into the story, the more you'll understand.



Questions to ask about each character.

- How is this character important to the story?
- Why did the characters act a certain way?
- What is the character feeling?

Then, make predictions.

- What might happen next?
- How will the character react?
- What will the outcome be?

The Game: Choose the best

1. Who was Julius Caesar?
 - an important man
2. Who was Calpurnia?
 - Caesar's psychic
3. Who was Brutus?
 - a villain
4. Who was Antony?
 - a great speaker
5. What did the fortune teller tell Caesar?
 - Beware of March 15.
6. What did Calpurnia dream about?
 - He would die.
7. What weapon did Caesar use?
 - a dagger
8. Why did the senators want to kill Caesar?
 - for revenge

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STORY SEVEN

The Tragedy of Julius Caesar by William Shakespeare (excerpts)

Caesar is a great Roman general. He returns to Rome after months of being away fighting. The people love him! Caesar becomes the dictator. Senate leaders think Caesar has too much power. They plot to squelch his power. At a festival, a soothsayer tells Caesar to beware the "ides of March" (March 15). Cassius, a senator, tries to turn Caesar's best friend, Brutus, against Caesar. Caesar has a meeting with the Senate on March 15. That morning, Caesar's wife, Calpurnia, is freaking out. She dreamt that he was murdered, and she begs him to stay home. (#1)



Act II, Scene II	Original	Modern
Caesar:	<p>Cowards die many times before their deaths; The valiant never taste of death but once. Of all the wonders that I yet have heard, It seems to me most strange that men should fear Seeing that death, a necessary end, Will come when it will come. (#2)</p> <p>The gods do this in shame of cowardice. Caesar should be a beast without a heart If he should stay at home today for fear. No, Caesar shall not. Danger knows full well That Caesar is more dangerous than he. We are two lions litter'd in one day, And I the elder and more terrible. And Caesar shall go forth. (#3)</p> <p>Calpurnia: Alas, my lord, Your wisdom is consumed in confidence. Do not go forth today. Call it my fear That keeps you in the house and not your own. We'll send Mark Antony to the Senate House, And he shall say you are not well today. Let me, upon my knee, prevail in this. (#4)</p> <p>Caesar: Mark Antony shall say I am not well, And, for thy humor, I will stay at home. (#5)</p>	<p>Caesar: Cowards die many times before their deaths; The brave die only once. Of all the strange things I've heard, It seems to me the most strange that men are afraid, Since death, which can't be avoided, Will come whenever it wants. (#2)</p> <p>The gods do this to test my bravery. They will say that I'm an animal without a heart If I stayed home today because of fear. So, I won't. Danger knows That Caesar is more dangerous than he is. We're two lions born at the same time, And I am the oldest and most frightening, I will go out. (#3)</p> <p>Calpurnia: Alas, my lord! You are overconfident and not thinking. Don't go out today. Say that it's my fear That keeps you inside and not your own. We'll send Antony to the Senate House, And he'll say that you're sick today. I am begging on my knees, for you to agree with my plan. (#4)</p> <p>Caesar: Okay, Antony will say I am not well, And because of your mood and to make you happy, I'll stay home. (#5)</p>

The Game: Underline what Calpurnia wants.

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ENGLISH LANGUAGE ARTS III

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS III

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- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program extends language skills and furthers learning and success for students of all ability levels with skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Literature: Analysis (Structure and Elements), Comprehension, Making Inferences, Critical Thinking
- Vocabulary And Word Structure Knowledge
- Composition and Writing Conventions
- Listening and Speaking
- Inquiry and Research

**Standards
Aligned**



Student Book offers 190+ instructional and practice pages with real-life examples to build skills.

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- Grade: High School
- Reading Level: Grades 2 – 4
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"Students read and analyze real literary works! They build vocabulary, use higher order thinking skills, and write compositions using age-appropriate topics. This is a great self-esteem builder!"

Tamara S, Special Education, Atlanta, GA

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STORY TWO

The Tell-Tale Heart by Edgar Allan Poe (adapted)

Nervous—very, dreadfully nervous I had been and am. But why will you say that I am mad? The disease had sharpened my senses—not destroyed or dulled them. Above all was the sense of hearing. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Observe how calmly I can tell you the whole story. (#1)



UNIT 2

The idea haunted me day and night. There was no reason for it. I loved the old man. He had never wronged me. I had no desire. I think it was his eye that troubled me. A pale blue eye, with a film over it. Gradually I made up my mind to take that eye out of the eye forever. (#2)

You fancy me mad, madmen know nothing. But you will never kinder to the old man than during that one lunatic hour, every night, about midnight, I turned on my lamp, lit it, and gently! And then, I thrust in my head. I thought that I might not disturb his sleep. I was so sure of myself. And then, I undid the lantern cautiously, just as I did upon the vulture eye. And this I did very, very slowly, and it closed. It was impossible to do this without making a noise, but his Evil Eye. (#3)

Every morning, I went boldly into the street, feeling my pulse passed the night. So you see he was not a doctor. He was to suspect my doings. (#4)

Upon the eighth night I was more nervous than usual. A watch's minute hand moves more quickly than at night had I felt the extent of my own power. I contain my feelings of triumph. To be so near to the door by little, and he not even to dream of my presence, it open steadily, steadily. (#5)

I had my head in, and was about to open the door, when upon the tin fastening. The old man had not even to dream of my presence. I kept quite still and said nothing. For he would have heard me. and in the meantime I did not hear him. I was so sure of myself. listening. (#7)

The Game: Underline the sentences that describe the narrator's feelings.

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UNDERSTAND THE STORY

There are layers of meaning in stories. The first layer is the basic story. In "The Tell-Tale Heart": Man kills old man, hides body, hears heartbeat, confesses to police.



UNIT 2

Poe uses symbolism to add layers of meaning. Symbolism is a person, thing, or idea having a meaning other than its basic meaning. The different meaning is usually deeper and more important. The eye and the heart are two main symbols.

The conflict is in the mind of the storyteller, the unnamed narrator. The most important layer of the story is what is going on in the narrator's twisted mind.

The Game: Answer the questions about the story.

1. How does the narrator feel at the beginning of the story?
 angry nervous hungry
2. What sense is acute in the beginning of the story?
 smell sight hearing
3. Why did the narrator kill the old man?
 for his gold for revenge because of the eye
4. The narrator tries to convince himself and the reader that he is NOT what?
 mad stupid evil
5. How did the narrator kill the old man?
 smothered with a pillow
 choked with his hands
 pulled the bed on him

6. In "The Tell-Tale Heart," the eye is a symbol of the way the narrator sees the world. How do you think the narrator sees the world?

7. A heart is a symbol of emotions. Guilt is a strong emotion in the story. Does the guilt seem to get stronger? _____. How do you know?

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ENGLISH LANGUAGE ARTS IV

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS IV

British Literature is a survey that includes epic poetry, plays, legends, novels, and historical speeches. Explore Beowulf, Shakespeare, Dickens, C. S. Lewis, Elizabeth Barrett Browning, and more! At-risk readers strengthen and sustain reading, writing, thinking, listening, and speaking skills with this comprehensive program.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program expands foundational language skills to promote success through skills application, writing experiences, real-life connections, vocabulary games, activities, and research projects.

EXAMPLE CONCEPTS:

- Literature Analysis: (Structure and Elements), Understanding, Synthesizing, Predicting, and Critiquing
- Vocabulary and Word Structure Knowledge
- Literary Elements and Devices
- Composition and the Writing Conventions
- Listening, Speaking, Discussion, and Thinking
- Inquiry, Research, and Presenting

Student Book offers 190+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 190+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), vocabulary games, chapter activities and projects, and all answer keys.

**Standards
Aligned**



- **Grade:** High School
- **Reading Level:** Grades 2 – 4
- **Target Populations:** Special Ed, Dyslexia, English Language Learners

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DISCUSS THE STORY

The *Lion, the Witch and the Wardrobe* is loved by people of all ages. Lewis said that a good story is good no matter what the reader's age.

The word "character" has more than one meaning:

1. the person in a work of fiction
2. the characteristics or traits of a person

C.S. Lewis gives us an idea about the characters.

Section 2:

"It's an owl," said Peter.

"Badgers!" said Lucy. "Snake

Each animal is a clue to trait is a symbol of evil.



UNIT 2

The Game: Answer the questions

Read the excerpt from Section 1:

"This is going to be perfectly

We can have lots of adventures

"What's that noise?" said Lucy

so many passages and rooms

"It's only a bird, silly," said Edmund

1. Which character is adventuresome?
2. Which character makes a mistake?
3. Which character is a bit silly?

Read the excerpt from Section 2:

"Of course it would be raining

"Do stop grumbling, Ed," said

well off. There's a wireless

"Not for me," said Peter, "I'm

4. Which character is grumpy?
5. Which character sees the future?
6. Which character is confident?
7. Which character do you like best? Why?
8. Which character do you dislike best? Why?

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ANALYSIS

Parallelism is repeating the **same** grammatical structure. Dickens used parallelism in *A Christmas Carol*.

Parallelism is used to describe Scrooge (Section 1):

No warmth could warm, no cold could chill him.

Nobody ever greeted him in the street. No beggars asked him to bestow a trifle, no children talked to him.

You could say:

Scrooge was not nice, and he did not have friends.

An allegory is a story or picture with a hidden meaning. *A Christmas Carol* is an allegory about the spirit of Christmas. Scrooge was the opposite of that spirit. He was greedy, selfish, and mean. With the help of the spirits, he changed. He became a good person.

Ex: Section 15

He lived the rest of his life with generosity, good cheer, and compassion to all.



UNIT 1

The Game: Match the words with the meanings.

- | | |
|-----------------------------------|--|
| 1. _____ bestow a trifle | A. about \$100 for 60 hours of work |
| 2. _____ fifteen shillings a week | B. give a little of something |
| 3. _____ festive season | C. light, air, food, clothing, and shelter |
| 4. _____ common comforts | D. closing shop at the end of the day |
| 5. _____ shutting up | E. from late November to early January |
-
- | | |
|-----------------------------------|---|
| 1. _____ picking a man's pocket | A. I am pitiful; I am unhappy. |
| 2. _____ twenty-fifth of December | B. stealing |
| 3. _____ Oh, woe is me! | C. 1 o'clock; the clock rings one o'clock |
| 4. _____ tolls One | D. Hello |
| 5. _____ Hallo | E. Christmas Day (a public holiday in many Western countries) |



Predict: How do you think life for the poor changed once stories like this became popular? _____

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BASIC CAREERS I

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Career exploration and preparation is the basis for career success. Students learn real-life skills: completing a job application, creating a budget, reading a paycheck stub, and getting along with employers and coworkers.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning for students of all ability levels with skills practice, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Hard and soft skills, values, workplace knowledge and skills
- Career Exploration: fields, groups, and pathways; labor market
- Job Search Basics: search, interview skills, writing a résumé
- Job Success: keeping a job, productive work habits, workplace business documents, safety practices
- Transition to Postsecondary Education and Career: Individual Graduation Plan, post-secondary education options
- Keys for Personal Success: self-awareness, social awareness, self-control, self-management, and decision-making
- Independent Living: personal finances, housing, managing personal life, citizenship, and social engagement

Student Book offers 190+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 190+ practice pages to reinforce skills.

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Aligned**

- Grade: High School
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- Target Populations: Special Ed, Dyslexia, English Language Learners

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YOUR LIFE

This book is about you. It's about your life.
 You are important. What you decide to do in your
 life is important too.
 Think about what you want in life.
 Do you want to be happy? _____
 Do you want to make money? _____
 Why? _____



UNIT 1

You can make money at a job.
 A job and a career are not the same.

Your career is the road you choose.
 As kids, some people know what they
 need to think about what they want.

The Game: Check the things you want.

- happiness money
- travel fame
- savings savings
- loving family
- to take care of others

The Game: Check the things you want.

- nice home large house
- nice furniture television
- nice car big car
- stylish clothes jewelry
- pool boat



Both a career and a job.

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PRACTICE ANSWERS

The hardest part of a job interview seems like the easiest. Most employers will say, "Tell me about yourself." Many people mess up! Wrong answer → Hmm . . . I'm from Louisiana. I like dinosaurs. I have a rash.



Most people get nervous in job interviews. Then, they mess up. The best way to avoid the jitters is to be prepared. Practice your answers to possible questions.

Seasonal Christmas Stand Workers

Do you love the Holidays?! Are you friendly, strong, and calm under pressure? We're looking for seasonal Christmas Tree stand workers to make the holidays fun.

Job duties:

- help customers pick out their tree
- help them pay for their tree
- schedule delivery if needed
- prep the customer's tree
- keep the stand organized and clean

No experience needed.

We will train you. Customer service experience and feeling at ease using a saw is a plus. A positive, festive attitude is a must.

Start: November 20th

Job Type: Temporary

Salary: Hourly/minimum wage + tips (people love tipping during this season ☺)

Apply now at Festive Trees (corner of 4th St and McCoy)

UNIT 3

The Game: Pretend you want the Holiday Stand worker job. Answer the questions.

1. How did you hear about this job?

2. What do you like about this job?

3. What experience do you have?

4. Why do you want this job?

5. Can you work 10 a.m. – 6 p.m. on Saturdays and Sundays? _____

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BASIC CAREERS II

ELEMENTS OF BASIC CAREERS II

Students explore more than 100 career occupations: duties, educational requirements, pay, job opportunities, and job outlooks.

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- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning for students of all ability levels with skills practice, vocabulary games, and projects.

EXAMPLE CONCEPTS:

- Knowledge and Skills: employability, career development, communication, information technology, teamwork, legalities, problem solving, safety and health, technical skills
- Career Groups: Agricultural, Communications and Information, Industrial, Manufacturing, and Engineering, Health Sciences, Human Services, Business and Marketing
- Job Search Basics: search, interview, résumé, portfolio
- Job Success: getting along with employers and coworkers, productive work habits, safety practices
- Individual Graduation Plan; Post-secondary Education Options
- Core Values and Personal Success: self-awareness, social awareness, self-control, self-management, and decision-making
- Independent Living: money management, personal life decisions

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DOG WALKER PROFILE

You have to make money to live. But doing what you love is important too.

Ali is in school. He needs to make money. He also wants work experience. Ali loves animals. His dream career is working with animals. Ali thinks being a dog walker is the perfect job. In most places, dog walkers don't need a special license. Ali could set up a dog walking business, but he doesn't want to get a business license. He decided to work with Waggle company in his town.



UNIT 1

Duties:

- Exercise clients' dogs every
- Properly water the pets while
- Use bags to clean up waste
- Manage your schedule and
- Collect and record payment
- Obey all city and neighborh

Education:

- High school education prefe
- No on-the-job training availa
- Knowledge of animal first ai
- High school subjects that he

Pay: Average to great

Job Outlook: Average

The Game: Answer the q

1. Would you like to be a d

2. What are some of the d

3. Do dog walkers need a

4. Do dog walkers need a

5. What is Ali's dream care

6. Why doesn't Ali want to

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CAREER FIELDS

People work to earn a living. There are many different kinds of work. Let's look at six big career fields. They are about everyday life.

1. Environmental and Agricultural Systems → plants, animals, and nature
2. Communications and Information Systems → arts, movies, and production; computers and software
3. Industrial, Manufacturing, and Engineering Systems → building and making things
4. Health Sciences → health
5. Human Services and Resources → helping people and government
6. Business, Marketing, and Management → business, ads, and money



UNIT 1

The first field is Environmental and Agricultural Systems. In this field, people work with plants, animals, and the environment. It's managing natural resources. Natural resources are the things found in nature: land, water, forests, and minerals.

Environmental and Agricultural Systems

- Do you like to eat? _____ Do you like to breathe? _____
 Do you like to drink clean water? _____ Do you like lakes and streams? _____
 Do you like parks? _____ Do you like animals? _____
 Do you like forests? _____

The Game: Check the words that have to do with Environmental and Agricultural Systems.

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> land | <input type="checkbox"/> water |
| <input type="checkbox"/> games | <input type="checkbox"/> forests |
| <input type="checkbox"/> copper and silver | <input type="checkbox"/> space ships |
| <input type="checkbox"/> parks and lakes | <input type="checkbox"/> farms |
| <input type="checkbox"/> crops and animals | <input type="checkbox"/> make-up |



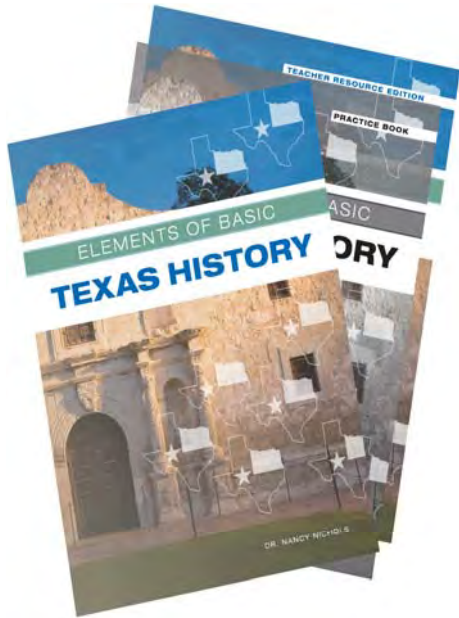
What is the first big career field?

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- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.

EXAMPLE CONCEPTS:

- Regions of Texas
- Texas Natural Resources
- Revolution and Republic
- Cotton, Cattle, & Railroads
- Texas Government



- Grade: 7 and/or 4
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

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SPINDLETOP

Anthony Lucas had an idea of where to drill to find oil. A lot of people did not believe him. Experts had tried to find big oil fields in Texas. They did not have any luck.



Lucas got some land in East Texas near the Gulf of Mexico. The land was on a small hill called Spindletop. Sometimes oil would seep out of the ground. Lucas knew there was a lot more oil

Other people had tried to drill it right on January 10, 1901. V underground, oil shot into the Great pressure pushes the oil oil went shooting into the air a

New businesses were started oil all over Texas. This gave n fast! New towns sprang up. M years from the oil in Texas. C anymore. The most important

The Game: List five changes

1. _____
2. _____
3. _____
4. _____
5. _____

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TEXAS RIVERS

There are many major rivers in Texas:

- Canadian
- Prairie Dog Town
- Red
- Sabine
- Neches
- White
- Trinity
- Brazos
- Colorado
- Guadalupe
- San Antonio
- Nueces
- Pecos
- Rio Grande



Most of these rivers flow into the Gulf of Mexico.

The Game: Look at the map. Write T for TRUE or F for FALSE.

1. The Brazos River flows into the Gulf of Mexico. _____
2. The Trinity River flows into the Rio Grande. _____
3. The Pecos River flows into the Rio Grande. _____
4. The Rio Grande divides Texas and Mexico. _____
5. The Sabine River divides Texas and Florida. _____
6. The Red River divides Texas and Oklahoma. _____
7. The San Antonio River flows through the Coastal Plains. _____
8. The Canadian River flows into the Trinity River. _____
9. The Colorado River is longer than the Guadalupe River. _____
10. The Canadian River crosses the Texas Panhandle. _____

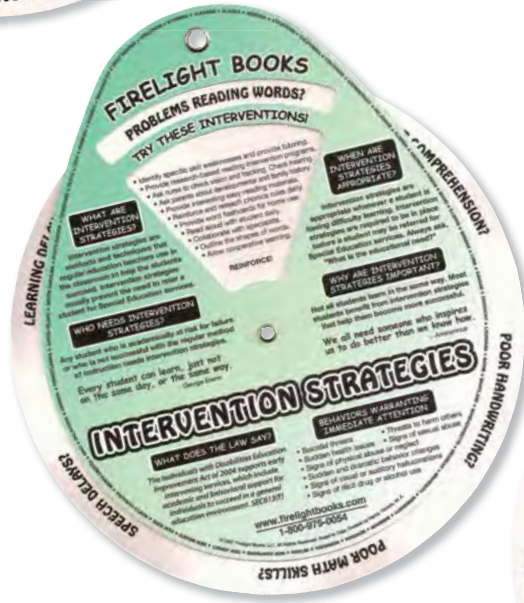
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 (Tier II)



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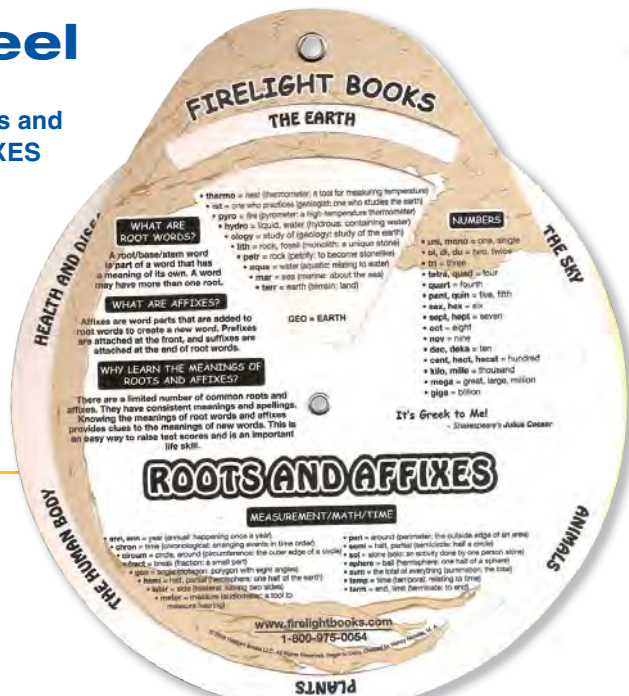
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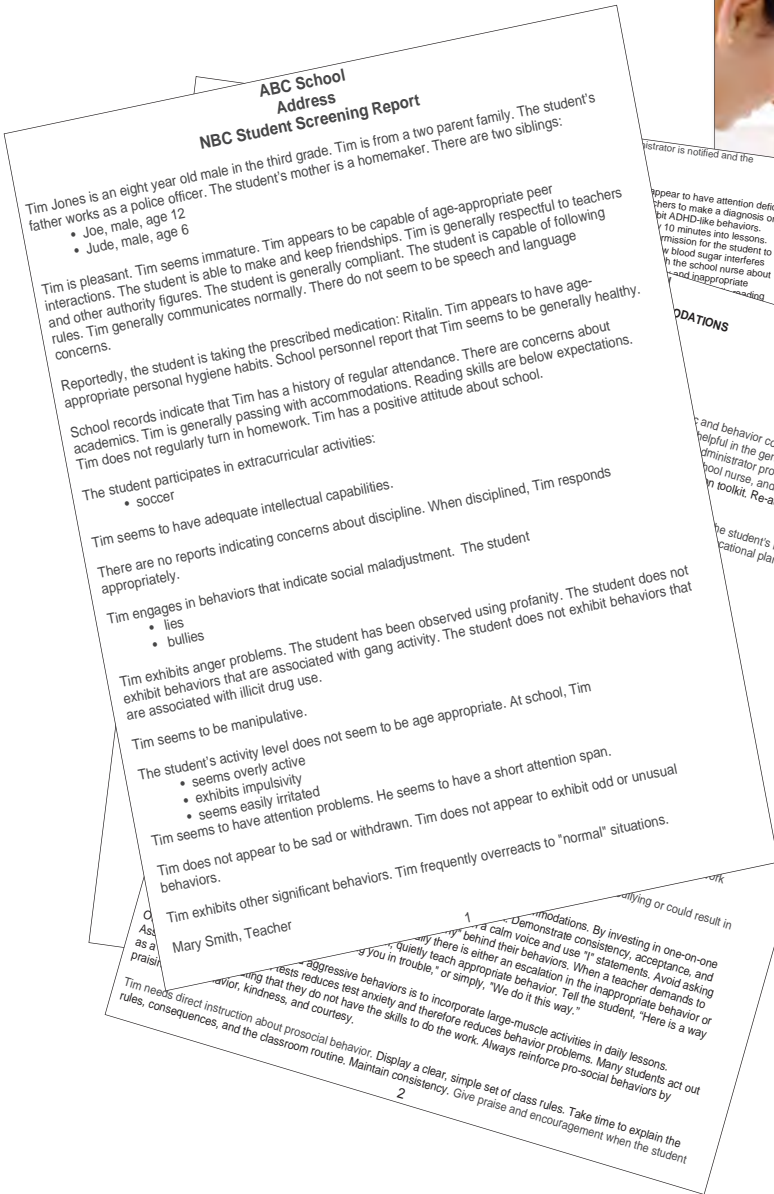
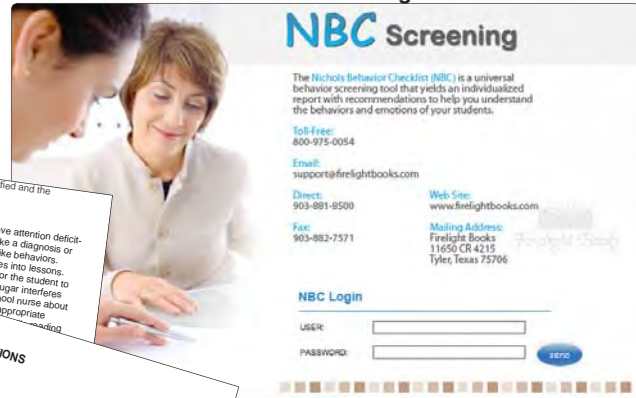


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- NBC is an RTI Tier 1 Tool

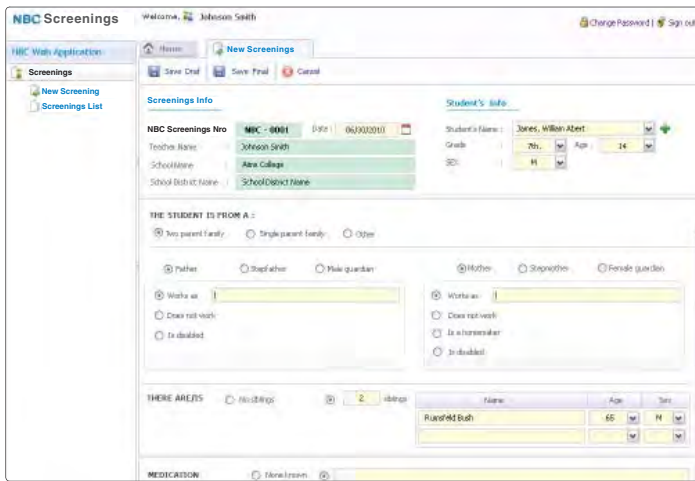
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Yield

1. Behavioral Screening Report with Recommendations for Each Student
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Behavioral Resources



Sample Data Entry Screen

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Emotional Concerns
Social Maladjustment
- Helps intervention teams identify areas of behavioral concerns.
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Directors!**

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The NBC Includes:

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- Staff Training

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- Attendee Handouts, Lecture Guide/Key
- Attendee Posttest/Key • Documentation Register

What is Covered?

- The RTI process as it pertains to behavior in regular education
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Allow a minimum of 60 minutes for inservice.

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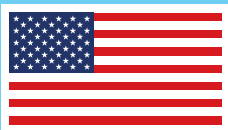


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