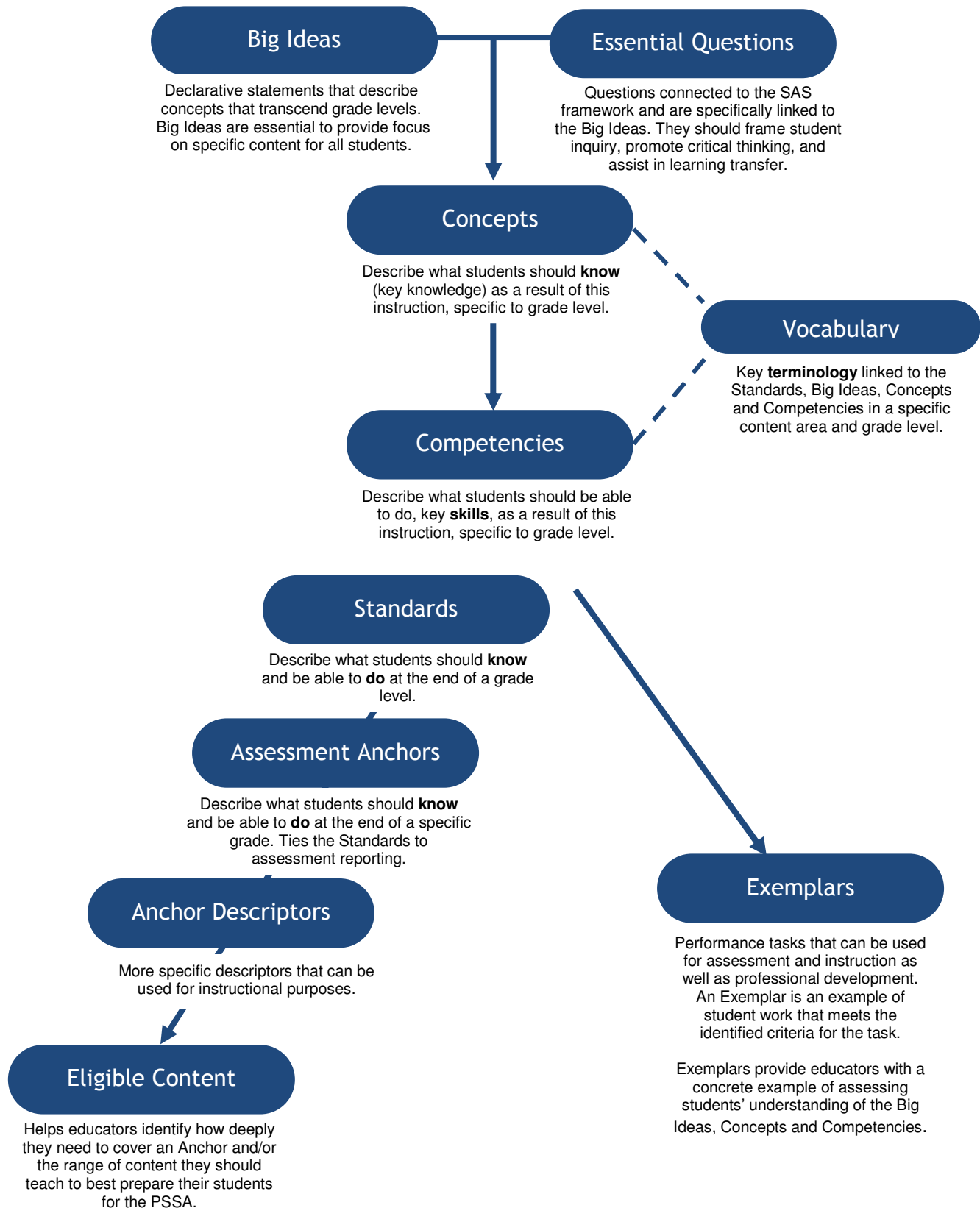


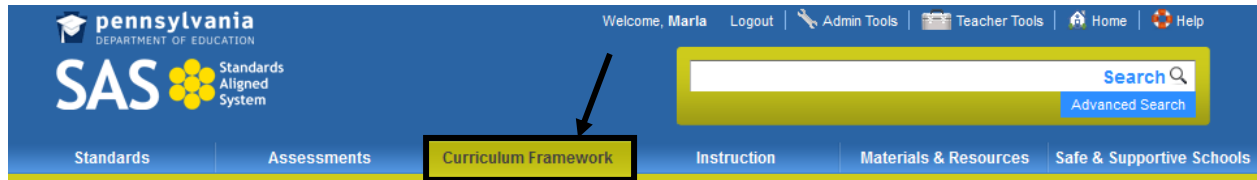
Curriculum Framework

Drawn from the **Academic Standards**, the **Curriculum Framework** is a set of teaching topics by subject and grade level, further defined via **Big Ideas**, **Concepts**, **Competencies**, **Essential Questions**, and **Vocabulary**.



Curriculum Framework

- To begin, choose **Curriculum Framework** from the **Navigation Bar**.



- Select a **Subject Area** and **Grade Level, Band, or Stage**.

For secondary level classes select a **Course**.

Currently, these search tools allow searching by:

- **Subject Area** - All Subject areas.
- **Level** –Kindergarten to 8th grade, as well as Stages for World Languages.
- **Course** – Academic courses offered at the secondary level.

- Click **Search**.

- The **Big Idea(s)** for the selected **Subject Area** and **Grade Level, Course, or School-Wide Area of Focus** will appear.

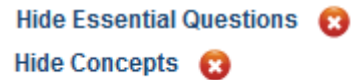
Big Idea

- [Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.](#)
- [The likelihood of an event occurring can be described numerically and used to make predictions.](#)
- [The set of real numbers has infinite subsets including the sets of whole numbers, integers, rational, and irrational numbers.](#)
- [Patterns exhibit relationships that can be extended, described, and generalized.](#)
- [Two variable quantities are proportional if their values are in a constant ratio. The relationship between proportional quantities can be represented as a linear function.](#)
- [Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.](#)
- [There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.](#)
- [Mathematical functions are relationships that assign each member of one set \(domain\) to a unique member of another set \(range\), and the relationship is recognizable across representations.](#)
- [Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.](#)
- [Numerical measures describe the center and spread of numerical data.](#)

- Select a **Big Idea** – the related **Essential Questions, Concepts, Competencies, and Standards/Eligible Content** will populate.

Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent	How and when can the Pythagorean Theorem help us to calculate the length of a segment without directly measuring it?	Polygons and Polyhedra	Understand and apply the Pythagorean Theorem to find distances between points in a coordinate plane and to analyze polygons and polyhedra.	2.3.8.C , 2.5.8.A , 2.5.8.B , 2.9.8.C , 2.10.8.A , M8.B.2.1.1 , M8.B.2.1.2 , M8.B.2.1.3 , M8.B.2.2.1 , M8.B.2.2.2 , M8.B.2.2.3 , M8.C.1.1.1 , M8.C.1.1.2 , M8.C.1.1.3

- You may use the **Hide Essential Question** or **Hide Concepts** buttons to hide/show those columns within the chart. Click once to **Hide Essential Questions/Concepts** and once again to **Show** them.











- Use the **Export/Print** icon in the upper-right corner to save the Curriculum Framework as a Microsoft Word document.



- Hover your mouse over the **Standards/Eligible Content** code to view the standard statement.

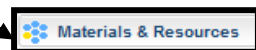
Big Idea	Essential Questions	Concepts	Competencies	Standards / Eligible Content
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent	How and when can the Pythagorean Theorem help us to calculate the length of a segment without directly measuring it?	Polygons and Polyhedra	Understand and apply the	2.3.8.C , 2.5.8.A , 2.5.8.B , 2.9.8.C , 2.10.8.A , M8.B.2.1.1 , M8.B.2.1.2 , M8.B.2.1.3 , M8.B.2.2.1 , M8.B.2.2.2 , M8.B.2.2.3 , M8.C.1.1.1 , M8.C.1.1.2 , M8.C.1.1.3

- Click on the **Standards/Eligible Content** code to view its relationship to additional levels of alignment.

Subject Area - 2: Mathematics	 
Standard Area - 2.3: Measurement and Estimation	 
Grade Level - 2.3.8: GRADE 8	 
Standard - 2.3.8.C: Calculate volume, surface area, and degrees of angles; calculate circumference and area of circles, and use a measurement formula to solve for a missing quantity.	 
Assessment Anchor	
<ul style="list-style-type: none"> M8.B.2: Apply appropriate techniques, tools and formulas to determine measurements. M8.C.1: Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships. 	

- On any page listing **Standards**, a **Materials & Resources** and/or **Assessment** button will appear to the right of a Standard/Eligible content statement. Click on a button to view either **Materials & Resources** or **Assessment** items related to that particular statement.

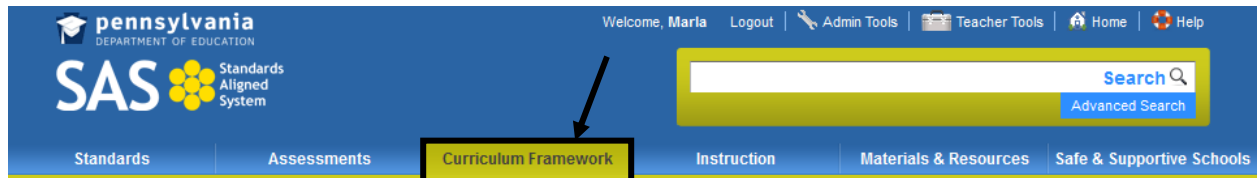
M8.B.2.1.3: Determine the number of sides of a polygon given the total number of degrees in the interior angles (3-8 sided polygons, formula provided on the reference sheet).



PA Core Curriculum Framework

Drawn from the **PA Core Standards**, the **Curriculum Framework** is a set of teaching topics by subject and grade level, further defined via **Long Term Transfer Goals**, **Big Ideas**, **Concepts**, **Competencies**, and **Essential Questions**.

1. To begin, choose **Curriculum Framework** from the **Navigation Bar**.



2. Click on the **PA Core Curriculum Framework** tab.



3. Select a **Subject**, **Standard Area**, and **Grade Level**, and then click **Search**.

Select a Subject Area/Grade Level or Stage

PA Core: English Language Arts

Reading Informational Text/Craft and Structure

8th Grade

[Reset Search](#)

4. This will populate the **Long Term Transfer Goals** and a list of **Big Ideas**.

Long Term Transfer Goals [Export to Word](#)

Students will be able to independently use their learning to:

- Comprehend and evaluate complex texts across a range of types and disciplines.
- Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
- Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
- Communicate effectively for varied purposes and audiences.
- Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Big Idea

- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

5. Click the plus icon to the left of a **Big Idea** to view the related **Essential Question(s)**.

The screenshot shows a 'Big Idea' card with a plus icon on the left. The card is expanded to show an 'Essential Question' section. Below the Essential Question, there are three more items, each with a plus icon on the left:

- How do readers' know what to believe in what they read, hear, and view?
- Effective readers use appropriate strategies to construct meaning.
- An expanded vocabulary enhances one's ability to express ideas and information.

6. Click the plus icon to the left of an **Essential Question** to view related **Concepts, Competencies, Vocabulary, Standards, and Eligible Content**. To export the information into Word format click the **Export to Word** button.

The screenshot shows a 'Long Term Transfer Goals' card with an 'Export to Word' button in the top right corner. Below the goals, there is a 'Big Idea' section with a plus icon on the left. The card is expanded to show an 'Essential Question' section. Below the Essential Question, there is a table with the following columns: Concepts, Competencies, Vocabulary, Standards, and Eligible Content.

Concepts	Competencies	Vocabulary	Standards	Eligible Content
Point of View	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Intentionally Blank	CC.1.2.8.D	E08.B-C.2.1.1

A tooltip is visible over the 'Standards' and 'Eligible Content' columns, displaying the text: 'Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.'

- Hover your mouse over a **Standard** or **Eligible Content** code to view the standard statement.
- Click on a **Standard** or **Eligible Content** code to view its relationship to additional levels of alignment.

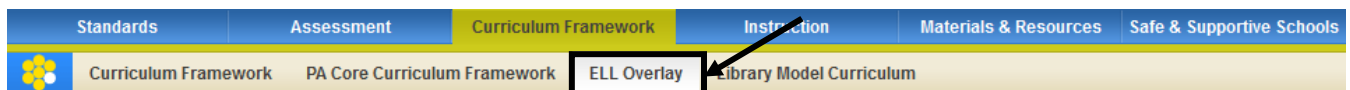
ELL Overlay

You may view an **ELL Overlay** to see related standards for English Language Learners.

- To begin, choose **Curriculum Framework** from the **Navigation Bar**.



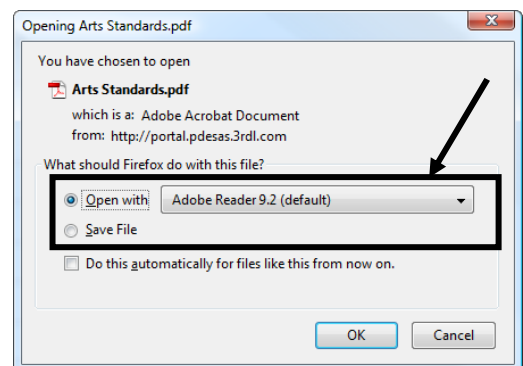
- Click the **ELL Overlay** tab.



- Click on the appropriate sub-topic, and then click the title of the document you wish to view:



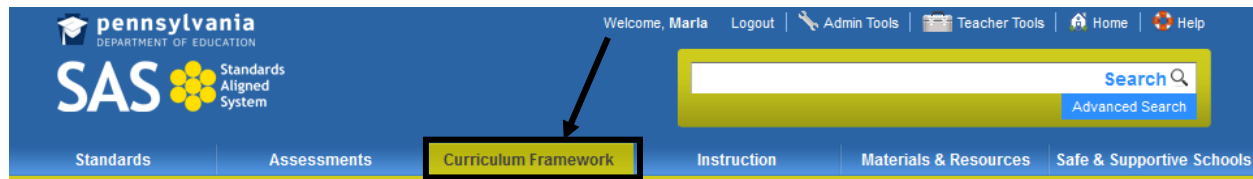
- You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



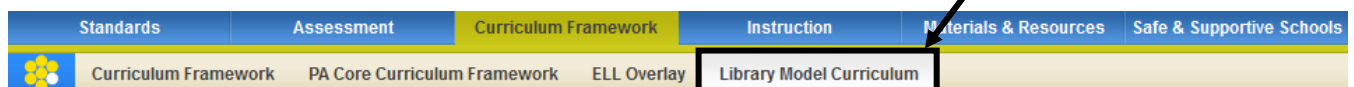
Library Model Curriculum

The **Library Model Curriculum** is based on the Pennsylvania Core Standards for English Language Arts, Reading and Writing in Science & Technology/Technical Subjects, Reading and Writing in Social Studies and History and the Pennsylvania Academic Standards in Business, Computer and Information Technology.

1. To begin, choose **Curriculum Framework** from the **Navigation Bar**.



2. Click the **Library Model Curriculum** tab.



3. Locate the appropriate document, and click the title.

Model Curriculum (Draft)

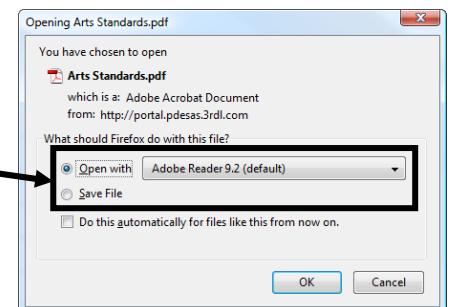
 [Library Model Curriculum](#)

 [PA Standards Alignment Chart](#)

 [Library Model Curriculum - Long Term Transfer Goals](#)

 [Library Information Concepts Arranged by Big Ideas](#)

4. You will be prompted to either **Open** the file, or **Save** the file to a location on your hard drive, file server, or other storage device.



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