

CURRICULUM OVERVIEW 2014-2015

9-12



CORE CURRICULUM

GAC 3836.5

CCSD 
CLARK COUNTY
SCHOOL DISTRICT



Erin E. Cranor



Dr. Linda E. Young



Patrice Tew



Stavan Corbett



Carolyn Edwards



Chris Garvey



Deanna L. Wright

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MESSAGE FROM THE SUPERINTENDENT

Dear Secondary School Parent/Guardian:

Thank you for taking the time to track your child's academic progress. We know that students are more likely to succeed in school when their parents/guardians are engaged in their day-to-day educational activities. The curriculum overview provides a sample of the content that your child should master by the end of the school year. While this document is not inclusive of all content material required to graduate, it does serve as a resource that can be used when supporting your child during the school year.

The Clark County School District uses the Nevada Academic Content Standards as provided by the Nevada Department of Education. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers. Nevada's standards, which promote critical thinking, reasoning, and application of knowledge, are expected to drastically reduce the need for remedial classes. For additional information regarding the standards, please visit www.doe.nv.gov/Curriculum_Standards/.



By utilizing our Infinite Campus information system, you can effectively monitor the progress of your child. Also, I encourage you to speak with your child's teacher and counselor. This is very important as it will provide you with insight on how you can best support your child's learning. The school counseling program provides the foundation for personal social growth as students' progress through school and into adulthood. Additionally, our District Web site, www.ccsd.net, includes a "parent" section that has various documents available for you to assist your child in his or her academic career.

I ask you to be actively involved in your child's education by monitoring his or her academic progress and providing encouragement. Thank you for working with us to ensure that your child graduates ready for success in college and/or career.

Sincerely,



Pat Skorkowsky
Superintendent of Schools

"Every student in every classroom, without exceptions, without excuses"

TOGETHER – PREPARING OUR STUDENTS

NEVADA GROWTH MODEL

To more accurately determine the effectiveness of Nevada schools, the Nevada Growth Model was developed to measure how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, How much progress did a student or group of students make in one year, as compared to their academic peers across the state? For more information, refer to http://doe.nv.gov/DataCenter/Growth_Model/.



NEVADA SCHOOL PERFORMANCE FRAMEWORK

The Nevada School Performance Framework (NSPF) is Nevada's new school accountability system. It moves away from labeling schools as failing when they aren't reaching the proficiency targets. The NSPF recognizes that nuances exist in school performance and that rating every school as passing or failing is not singularly helpful. The NSPF classifies schools within a five-star performance rating system. The system does not give schools a "pass" and it doesn't re-set the clock. The NSPF includes multiple measures of student achievement and growth and aligns the designations for schools to the delivery of appropriate supports and rewards. For resources and information on the NSPF, refer to <http://www.doe.nv.gov/>.

LEARNING EXPECTATIONS

This document presents learning expectations for students based on the Nevada Academic Content Standards for English Language Arts, Mathematics, Science, and Social Studies. Also included are learning expectations in the areas of health, library, music, physical education, foreign language, and fine arts education. The learning expectations presented in this document can help you know how your child is doing in high school.

Tips and activities are provided to help your student learn at home. Contact your teen's teacher to learn more and discuss how you can help your student meet these learning expectations.

NEVADA PROFICIENCY EXAMINATION PROGRAM (NPEP)—HIGH SCHOOL

Beginning in 2014-2015, high school students will be required to pass end-of-course examinations prescribed by the Nevada State Board of Education in order to meet the requirements for graduation with a Standard Diploma. Additional revisions governing graduation from high school contained in Assembly Bill No. 288 were passed by the 77th Legislature in 2013. At the time of printing, however, several of the specific details related to those revisions had yet to be determined by the Nevada State Board of Education.

For more information, refer to http://www.leg.state.nv.us/Session/77th2013/Bills/AB/AB288_R1.pdf and www.ccsd.net for updates.

INFINITE CAMPUS

The District's new student information system, Infinite Campus, replaces SASI. This system will provide real time information about student achievement and so much more. From the Campus Portal parents/guardians and students can access a student's personal Academic Plan that updates in real time with information on grades, homework assignments, and classwork. Parents/guardians can view the plans from a calendar view that captures every child within the household who is enrolled in a Clark County School. Campus Portal access will be available beginning the end of September.



COMPUTER ACCESS

If you do not have a home computer, please remember computers may be available at your teen's school and at public libraries.

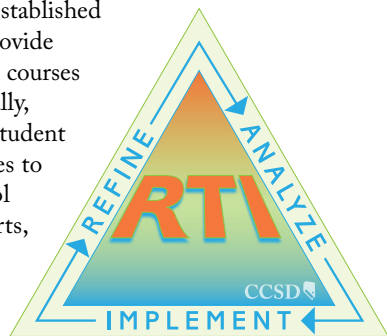
RESPONSE TO INSTRUCTION

CCSD embraces Response to Instruction (RTI). The RTI Framework uses three levels or tiers of support for all students in pre-kindergarten through twelfth grade. Throughout the tiers of support, all students are provided access to grade-level curriculum and behavioral supports.

- Tier I supports all students. Emphasis is placed on the delivery of high-quality, standards-based instruction that is differentiated to meet the needs of students.
- Tier II supports students who are not responding adequately to Tier I instruction.
- Tier III supports students who demonstrate ongoing lack of sufficient progress or growth.

Within the RTI Framework, CCSD has established structures that secondary schools use to provide additional classes that are paired with core courses if additional support is needed. Additionally, secondary schools have opportunities for student to recover credits through remedial courses to assist students in passing the High School Proficiency Exams in English language arts, mathematics, and science.

For additional information on RTI, refer to ccsd.net/parents/response-instruction.



21ST CENTURY COURSE OF STUDY

All CCSD students are expected to meet the requirements of the 21st Century Course of Study.

Students must be prepared for the following post-secondary opportunities:

- University/Four-Year College
- Trade/Technical School
- Community/Two-Year College
- Workforce

21ST CENTURY COURSE OF STUDY EXPECTATIONS

AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (Includes Algebra II)	4
SCIENCE (Includes Biology)	3
WORLD HISTORY OR GEOGRAPHY (2011)	1
U.S. HISTORY	1
U.S. GOVERNMENT	1
PHYSICAL EDUCATION	2
HEALTH	½
USE OF COMPUTERS	½
ELECTIVE (Includes Arts/Humanities or Career & Technical Education Courses)	5 ½
TOTAL	22 ½

For specific information on graduation requirements and descriptions of the various types of diplomas, refer to CCSD Regulation 5127 at ccsd.net/district/policies-regulations/pdf/5127_R.pdf.

ADVANCED PLACEMENT

As a District initiative, increased participation in Advanced Placement (AP) courses is a priority. AP courses help students acquire the skills and habits they will need to be successful in college. There is an increased focus on writing skills, problem-solving abilities, time-management skills, discipline, and study habits.

COLLEGE AND CAREER READY

Listed below is some information to keep in mind as your teen moves through high school.

1. Be informed on the graduation requirements that include courses, credits, and proficiency exams. Encourage your student to work hard and hold him/her accountable for attending classes, actively participating in learning, and making good grades.
2. Get to know your teen's teachers. During the first month of school, meet all your student's teachers and learn their names and what courses they teach. Make every effort to attend the school's open house sessions. Let the teacher know the best way to communicate with you (e.g., phone, e-mail, text, etc.).

3. Schedule a meeting with the school counselor for you and your student to discuss an educational plan to make sure your student is on the right track to graduate and prepared for post-secondary opportunities. Ensure the counselor knows the best way to communicate with you (e.g., phone, e-mail, text, etc.).
4. Help your student organize information about college admissions, scholarship applications, and other post-secondary opportunities.
5. Additionally, career information including occupations and employment, education and training, and self-assessments are resources available to students as they consider events after high school. For more information, refer to Nevada Career Information System (NCIS) at nvcis.intocareers.org/.

GUIDANCE AND COUNSELING PROGRAM OVERVIEW

As part of the educational team, school counselors play an integral role in the academic, career, and personal social development of all students. School counselors implement strategies and activities to support and maximize each student's ability to learn and help prepare students to make informed choices regarding post-secondary options to complete future career goals. In addition, the school counseling program provides the foundation for personal social growth as students progress through school and into adulthood. Below are several planning documents available from the Guidance and Counseling webpage at ccsd.net/departments/guidance-counseling.

DOCUMENT LIBRARY

The Moving On To High School Transitional Planning Guide provides information to parents regarding opportunities for students entering high school.

The Moving On To College and Career Transitional Planning Guide for High School Students provides information to students and parents preparing for graduation, planning for postsecondary options, and identifying and securing finances to pursue postsecondary education and training.

TIPS FOR PARENTS

The Parents Still Make a Difference! monthly newsletter provides information on topics such as encouraging reading, discipline, test success, and building self-esteem.

Support Your Child's Education provides a suggested list of activities to support the academic development of your child.

SAY NO TO BULLYING

The Clark County School District responds promptly and takes a strong stance against bullying and cyber-bullying. CCSD is committed to providing a safe, secure, and respectful learning environment for all students and employees in all District facilities, school buildings, school buses, on school grounds, and at school-sponsored activities. For more information refer to ccsd.net/district/policiesregulations/pdf/5137_P.pdf. To report a bully, refer to ccsd.net/students/bully.

ENGLISH LANGUAGE ARTS

As part of the 21st Century Course of Study Expectations, students are expected to complete four units of English. Curricula and instruction are aligned to Nevada Academic Content Standards (NVACS) for English Language Arts. Below is the English Language Arts course sequence for ninth through twelfth grade.

ENGLISH 9*

This ninth-grade course (Foundations in Composition and the Elements of Text) is designed to assist students in mastering the language, structure, and rhetoric of text; completing complex writing assignments; reading and analyzing a range of literary and informational material; delivering extensive oral presentations; and participating in a variety of conversations and collaborations with peers.

ENGLISH 10*

This tenth-grade course (Composition and Themes in Global Text) focuses on types of composition. Through the study of themes found universally in global text, instruction emphasizes not only critical analysis of text, but also writers' historical, philosophical, cultural, and ethical perspectives.

ENGLISH 11**

This eleventh-grade course (Composition and Themes in American Text) requires expository, analytical, and argumentative writing assignments. The course is also structured around multicultural themes and perspectives to encourage students to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience.

ENGLISH 12**

This twelfth-grade course (Post-Secondary Composition and Universal Themes in Text) focuses on refining the literacy skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation related to workplace and real-world situations.

*Regular and Honors courses are available.

**Regular, Honors, and Advanced Placement courses are available.

To learn more about the Nevada Academic Content Standards for English Language Arts, refer to www.doe.nv.gov/English_Language_Arts/.



Create a quiet, comfortable space in which your teen can read, and consider reading one or more of the assigned books along with your teen.

SUPPORTING YOUR TEEN'S LEARNING AT HOME

At home, you and your teen can:

- Encourage your teen to read all assigned materials, and engage your teen in conversation about these readings.
- Create a quiet, comfortable space in which your teen can read, and consider reading one or more of the assigned books along with your teen.
- Have your teen present opinions to you; ask questions, and be a good listener.
- Ask your teen about current writing assignments, and encourage your teen to talk about ideas before beginning to write.
- Encourage your teen to write often, and whenever possible, share your own writing as an example.
- Encourage your teen to write notes that are grammatically correct.

For additional online support, refer to www.readwritethink.org/parent-afterschool-resources/.

**FOR STUDENT WRITING SAMPLES, REFER TO
http://www.corestandards.org/assets/Appendix_C.pdf.**

MATHEMATICS

As part of the 21st Century Course of Study Expectations, students are expected to complete four units of mathematics. Mathematics instruction is based on the Nevada Academic Content Standards (NVACS) for Mathematics. Below is the mathematics course sequence for ninth through twelfth grade.

ALGEBRA I

This course provides students with the necessary knowledge and skills for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. This course is based on the NVACS.

GEOMETRY*

This one-year course provides students with a rigorous study of transformational geometry. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. This course is based on the NVACS.

ALGEBRA II*

This course's primary goal is to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, logarithmic, and trigonometric functions; systems of equations and inequalities; sequences and series; and modeling and statistics. Connections to other areas of mathematics and applications to other disciplines are integrated into the course.

The fourth year of mathematics could include courses such as Topics of Modern Mathematics, College Preparatory Mathematics, Precalculus (H), Advanced Placement Statistics, and Advanced Placement Calculus.

*Regular and Honors courses are available.

To learn more about the Nevada Academic Content Standards for Mathematics, refer to www.doe.nv.gov/APAC_Mathematics.

SUPPORTING YOUR TEEN'S LEARNING AT HOME

At home, you and your teen can:

- Write ten good hints for taking a mathematics test. Discuss the answers. (Work problems backward, review notes beforehand, study vocabulary, check on and discuss the course homework, etc.).
- Identify ways in which algebra and geometry are used in everyday life. Algebra is very useful to describe fees involving memberships or contracts that include a flat fee plus additional costs for extra services. Applications of geometry can be found in such areas as the construction trades, in packing and shipping situations, and in logical arguments found in the field of law.
- Find a newspaper article that provides the results of a statistical study and discuss and describe the results.
- Look up car pricing in the newspaper. Work with your teen to determine the actual cost of the car including the monthly payment, insurance, gasoline, and maintenance.
- Begin working on a project for the Nevada K–12 Statistics Poster Competition.

For additional online support, refer to www.amstat.org/chapters/Nevada.



SCIENCE

As part of the 21st Century Course of Study Expectations, students are expected to complete three units of science, one of which must be Biology or Biology Honors. Science instruction is based on the Nevada Academic Content Standards (NVACS) for Science. Below is the science course sequence for ninth through twelfth grade.

BIOLOGY*

This course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes students with the nature of science and technology.

GEOSCIENCE*

This course is designed to integrate scientific principles related to Earth and its environment. Topics of this course include relationships between atmospheric processes and the water cycle, solar systems and the universe, and Earth's composition and structure.

CHEMISTRY*

This course is designed as a survey of chemistry principles. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities.

PHYSICS*

This course is designed as a survey of physics principles. Topics included are laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and magnetism, and atomic structure.

*Regular, Honors, and Advanced Placement courses are available.

For information on the Nevada Academic Content Standards for Science, refer to www.doe.nv.gov/APAC_science/.



Encourage children to challenge negative stereotypes about scientists, and help them understand that anyone can have a career in science.

SUPPORTING YOUR TEEN'S LEARNING AT HOME

At home, you and your teen can:

- Discuss news headlines or magazine articles related to science.
- Visit local science sites including Red Rock Canyon, the Wetlands Park, Lake Mead National Recreation Area, Mount Charleston, or the Springs Preserve.
- Encourage your teen to challenge negative stereotypes about scientists, and help them understand that anyone can have a career in science.
- Check out NASA's Astronomy Picture of the Day at apod.nasa.gov/apod/astropix.html.
- Ask questions to link material learned in science class to real-world scenarios: Why is Las Vegas a desert? How has human activity affected the environment? How are traits inherited? How do environments change? What impact do humans have on the environment? Why does your voice sound differently when you are under water in the pool? How will converting light bulbs in your home affect your electric bill?

SOCIAL STUDIES

As part of the 21st Century Course of Study Expectations, students are expected to complete three units of social studies. Social studies instruction is based on the Nevada Academic Content Standards (NVACS) for Social Studies. Below is the social studies course sequence for ninth through twelfth grade.

WORLD HISTORY*

This tenth-grade course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts.

GEOGRAPHY*

This course examines societal development from the Renaissance to the present with an emphasis on exploring earth's human and physical systems in both global and regional contexts. Students develop an understanding of current world issues and relate them to geographical, historical, political, economic, and cultural contexts. Depending on school resources, this course may replace World History in tenth grade.

U.S. HISTORY*

This eleventh-grade course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today.

U.S. GOVERNMENT*

This twelfth-grade course is a study of the United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system.

*Regular, Honors, and Advanced Placements courses are available.

For information on the Nevada Academic Content Standards for Social Studies, refer to www.doe.nv.gov/APAC_Social_Studies.



SUPPORTING YOUR TEEN'S LEARNING AT HOME

At home, you and your teen can:

- Read primary source documents, such as the following:
George Washington's Farewell Address – refer to avalon.law.yale.edu/18th_century/washing.asp,
Dr. King's Letter from Birmingham Jail – refer to www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html, or
Alexis de Tocqueville's Democracy in America – refer to xroads.virginia.edu/~HYPER/DETOC/toc_indx.html.
- Discuss family history related to important historical events, such as World War II or the Civil Rights Movement.
- Discuss the importance of participating in society through voting, civic discourse, and joining organizations.
- Write or call legislators with your teen to demonstrate ways to become involved in society.
- Participate in a family/group service project, such as volunteering for a political campaign or working for a non-profit organization.
- Discuss current news events and connect them to a historical perspective.
- When learning about financial literacy, discuss with your teen effective methods of saving and spending.
- Use maps when traveling and allow your teen to guide the trip by using a map.
- Analyze your culture and connect it to World and U.S. History (e.g., how parents talk about what they were doing on the day Kennedy was shot).

For additional online support, refer to www.loc.gov/index.html, www.bighistoryproject.com, <http://beyondthebubble.stanford.edu>, and <http://highschooldiplomaonline.net/social-studies.html>.

LEARNING BEYOND THE CORE

Each high school has a library with resources to support learning in the classroom. The library promotes lifelong learning through:

INFORMATION LITERACY

Students access information to solve an information problem or question using a variety of digital and print resources. They judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics. They develop a plan to use a variety of sources and can explain the kinds of information found in each, distinguishing between fact, point-of-view, and opinion.

INDEPENDENT LEARNING

Students explore a range of sources to find information of personal interest or well-being and apply the information to real-life purposes. They read various genres of literature including mythology, short stories, drama, poetry, fiction, and non-fiction. They evaluate the information-seeking process at each stage as it occurs and make adjustments, as necessary, to improve the process and the product. They revise, improve, and update their own work.

SOCIAL RESPONSIBILITY

Students organize information into formats for presentation, whether working individually or in groups. They help to organize and integrate the contributions of all the members of a group into an information product. Students use ethical behavior in regard to information and information technologies, plagiarism, citation of sources, and intellectual freedom.



Students explore a range of sources to find information of personal interest or well-being and apply the information to real-life purposes.

Other areas of learning beyond the core areas of reading and writing, mathematics, science, and social studies include:

HEALTH

Students examine the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. They learn lifelong skills including communication, decision-making, and goal setting to enhance overall health and well-being. Students examine the following health education topics: decision-making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Students receive instruction on the human reproductive systems, related communicable diseases, HIV/AIDS, and sexual responsibility within established guidelines. The course fulfills the one-half credit of health required for high school graduation.

Note: A signed parent/guardian permission slip for the Sex Education unit of instruction is required.

PHYSICAL EDUCATION

Students will begin planning for a lifetime of fitness and physical activity by working toward achieving personal fitness goals. They will participate in team, individual, and dual sports; dance/rhythms; fitness; and lifetime recreational activities. Health and skill-related fitness concepts will be explored through personal goal setting and self-evaluation. Students will be moderately to vigorously physically active for fifty percent of the instructional time. Two physical education credits are required for high school graduation.



Students will be moderately to vigorously physically active for fifty percent of the instructional time.

FOREIGN LANGUAGE

The goals of the secondary foreign language program are to develop students' communicative skills in the target language and to lead students to intermediate and/or advanced-level proficiency. The focus is communication in the target language incorporating an understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. At least 90% of the instructional time in class will be conducted in the target language.

Based on student requests and teacher availability, courses may be offered in the following languages:

- American Sign Language
- Arabic
- Chinese (Mandarin)
- Filipino (Tagalog)
- French
- German
- Italian
- Japanese
- Korean
- Latin
- Russian
- Spanish
- Spanish for Spanish Speakers

Note: Many out of state colleges and universities require a minimum of two to three years of study in the same language to fulfill entrance requirements.



At least 90% of the instructional time in class will be conducted in the target language.

FINE ARTS EDUCATION

For students who elect to participate in fine arts courses, high school sites provide a variety of opportunities to develop individual and group skills to create, perform, and respond in the disciplines of music, dance, theatre, and the visual arts. Standards-based, sequential instruction in the arts is offered to all students, at most school sites, as part of a balanced education in order to meet student interests, develop skills, and provide career opportunities.

Programs of study may include:

Dance: Beginning, Intermediate, and Advanced

Music: Band, Orchestra, Choir, Guitar, Mariachi, Music Theory, and Music Appreciation

Theatre: Beginning, Intermediate, Advanced, and Technical

Visual Arts: Art I, Drawing, Painting, Ceramics, Photography, AP Studio Art, AP Art History, Commercial Design, Design Crafts, Fibers, Printmaking, and Humanities

CAREER AND TECHNICAL EDUCATION

Career and technical education provides students with the opportunity to acquire knowledge and skills in over 80 career pathways. Students taking each career and technical education course also learn employability skills needed to be career and college ready.

The District offers over 280 courses grouped into four year Programs of Study.

Many Programs of Study lead to industry certification and post-secondary credit opportunities.

Programs of study include: Automotive Technology, Aviation,

Biomedical, Business Management, Computer Science, Computer

Networking, Construction,

Cosmetology, Costume Design, Criminal Justice, Culinary Arts, Database Design, Dental Assisting, Diesel Equipment, Early Childhood, Electronics,

Emergency Medical Services, Fashion, Fire Science, Cabinetmaking, Graphic Design, Horticulture, Hospitality and Tourism, Interior Design, Landscape Design, Law Enforcement, Marketing, Mechanical Drafting, Medical Assisting,

Nursing, Pre-engineering, Sports Marketing, video Production, Website Science, and Welding.



ONLINE DATABASES



The following online databases are funded by the State of Nevada and the Curriculum and Professional Development Division of the Clark County School District. **Note: See your school librarian for guidance and access codes.**

ABC-CLIO is a publisher of educational and reference products. These databases focus on history and social studies resources for the scholar, student, teacher, and librarian in universities and secondary schools. Refer to databases.abc-clio.com.

Brainfuse HelpNow provides live, online homework help for students from 1:00 p.m. to 10:00 p.m. PST. In addition, Brainfuse includes a writing lab, skill builders, and practice tests. Refer to main.clarkcounty.nv.brainfuse.com.

CultureGrams fosters understanding and appreciation of the world's countries and people by creating and publishing excellent content. CultureGrams is a widely used cultural reference and curriculum product. Refer to online.culturegrams.com.

EBSCO provides access to newspaper, magazines, and professional periodicals, as well as, a wealth of other online resources. There are also professional resources for educators. Refer to search.ebscohost.com.

Gale Databases include General Reference Center Gold, Informe, Educator's Reference Complete, Discovering Collection, Junior Reference Collection, Junior Edition K–12, Student Edition K–12, Kids Infobits, Student Resources in Context, and Science in Context. These databases provide a wealth of resources across all levels and curriculum. Refer to galesites.com/menu/index.php?loc=nvk12.

World Book Online includes Early World of Learning, World Book Kids, World Book Student, World Book Advanced, and Enciclopedia Estudiantil Hallazgos. These databases provide a wealth of information and tools for all grade levels and curriculums. Refer to worldbookonline.com.

TeachingBooks.net is a collection of resources designed to generate enthusiasm for books and reading by bringing authors, illustrators, and engaging resources about books for children and teens to every school, library, and home. Refer to www.teachingbooks.net/home.