Yes Class Learning Program
Parent's Guide

YES CLASS

Is your child reaching his or her full academic potential?

What would you like to see change by the next school year?

- More A's?
- Less stress and frustration?
- Better outlook of school?

LET'S GET STARTED TODAY!

Common Academic Concerns

Grades

Is your child's academic performance not up to expectations?

Attitude

Does your child show a lack of interest in academics and school?

Stress

Is your child exhibiting signs of stress and frustration from school?

Challenge

Does your child feel he or she is not challenged enough at school?

Yes Class Learning Program
A Unique Solution

Your
Educational
Success

What is the Yes Learning Program?

1. A comprehensive, state-aligned, K-12 Math and English Program designed to help struggling students **catch up** as well as top students **race forward!**

2. At the core of our program is the Blended Learning Approach. Our program seamlessly combines long-established methods of education with the latest in computer education technology.

3. The Yes Learning Program is aligned with the new national Common Core curriculum.
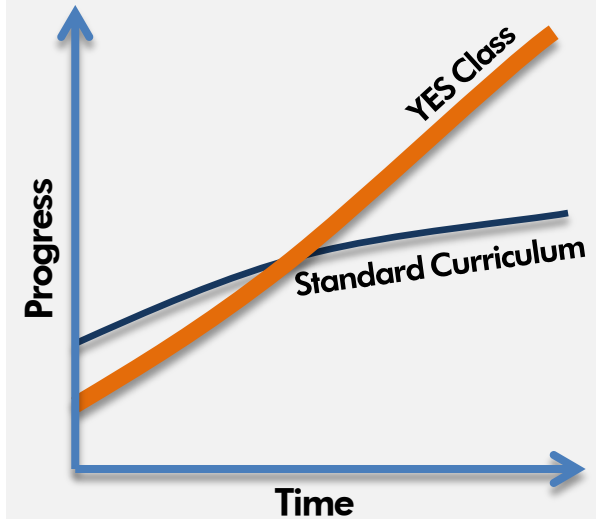
Yes Class Learning Program
The Yes Class Advantage

The Yes Class Philosophy

A strong foundation is necessary for long-term academic success. Our students begin at a **comfortable** starting level to build a solid foundation for success.

The program is self-paced, meaning that your child will work at his or her own learning abilities comfortably.

Ultimately, this is to inspire self-confidence as well as develop self-learning skills that help accelerate your child's learning abilities.

The YES Class program starts your child off at a more comfortable level to build a stronger foundation. This allows your child to effectively and easily grasp more difficult concepts.

Yes Class Learning Program
US Worldwide Ranking

1st
- Korea

2nd
- Finland

3rd
- Switzerland

4th
- Japan

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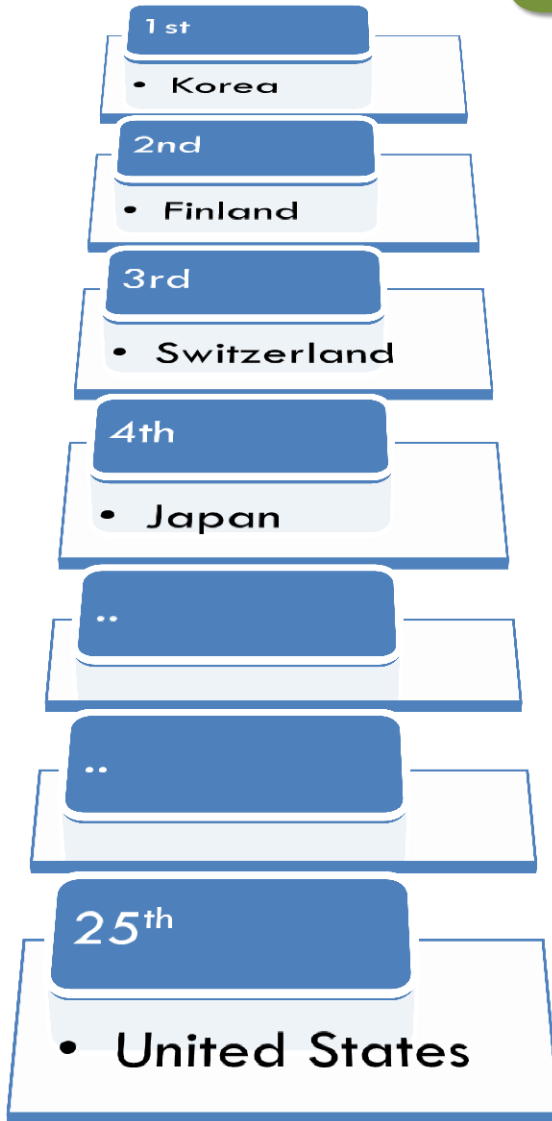
25th
- United States

Did you know…

Despite spending the most amount of money on education per student, the United States is **only ranked 25th** in the world-wide ranking for mathematics performance?

Not surprisingly, the consistently top scoring countries have something in common:

Many students from those countries are enrolled in supplementary education programs like **Yes Class**!

Blended Learning Approach™

Web Book Learning → Blended Learning ← Workbook Learning

Blended Learning Approach™

At the core of the Yes Learning Program is the **Blended Learning Approach**™.

1. The program utilizes the interactivity and multimedia capabilities of computers to teach effective and frustration-free lessons.

2. After the computer lesson is completed, the student works with a teacher and on workbooks that presents problems in increasing difficulty and complexity.

THE RESULT?

A HIGHLY EFFECTIVE & STRESS FREE LEARNING PROCESS!

Yes Class Learning Program
What is the Common Core?

Common Core

Common Core is a new set of higher education standards adopted by nearly all US schools. The new standards emphasize **Math and English** as the basis of US academics.
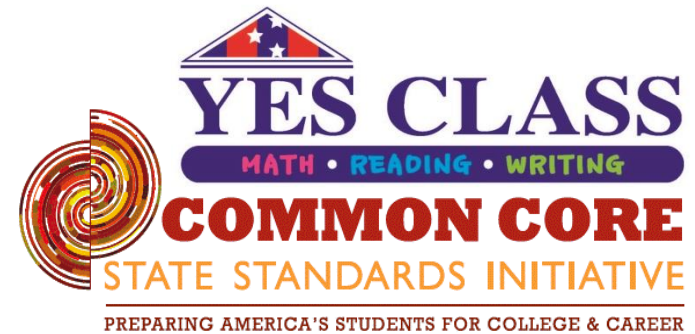
YES CLASS IS ALIGNED WITH COMMON CORE!

Yes Class & Common Core

Our program has been designed from the ground up to align with the new Common Core Math and English standards. This means that the Yes Learning Program is the most comprehensive and up-to-date in comparison to other programs.

Yes Class Learning Program
Fostering Effective Learners
Academic Benefits

Academics

- **Better grades**
- Increased academic **self-confidence**
- Increased **concentration**
- Foster better **study habits**

Math

- Develop analytical skills
- Develop critical thinking skills
- Learn how to "think" and "see" mathematically

English

- Develop better reading habits and skills
- Increase comprehension and analysis skills
- Better spelling and grammar skills

9

Yes Learning Program
Fostering Life-Long Learners

Self-Learning. Self-Confidence. Success.

Not only do we seek to improve your child's immediate academic ability, we also hope to foster **good study habits** and a **life-long interest in learning**.

Your child will apply what he or she has learned here, outside the boundaries of academia to become a **smart, productive and successful individual**.

Yes Class Learning Program
Study Flow
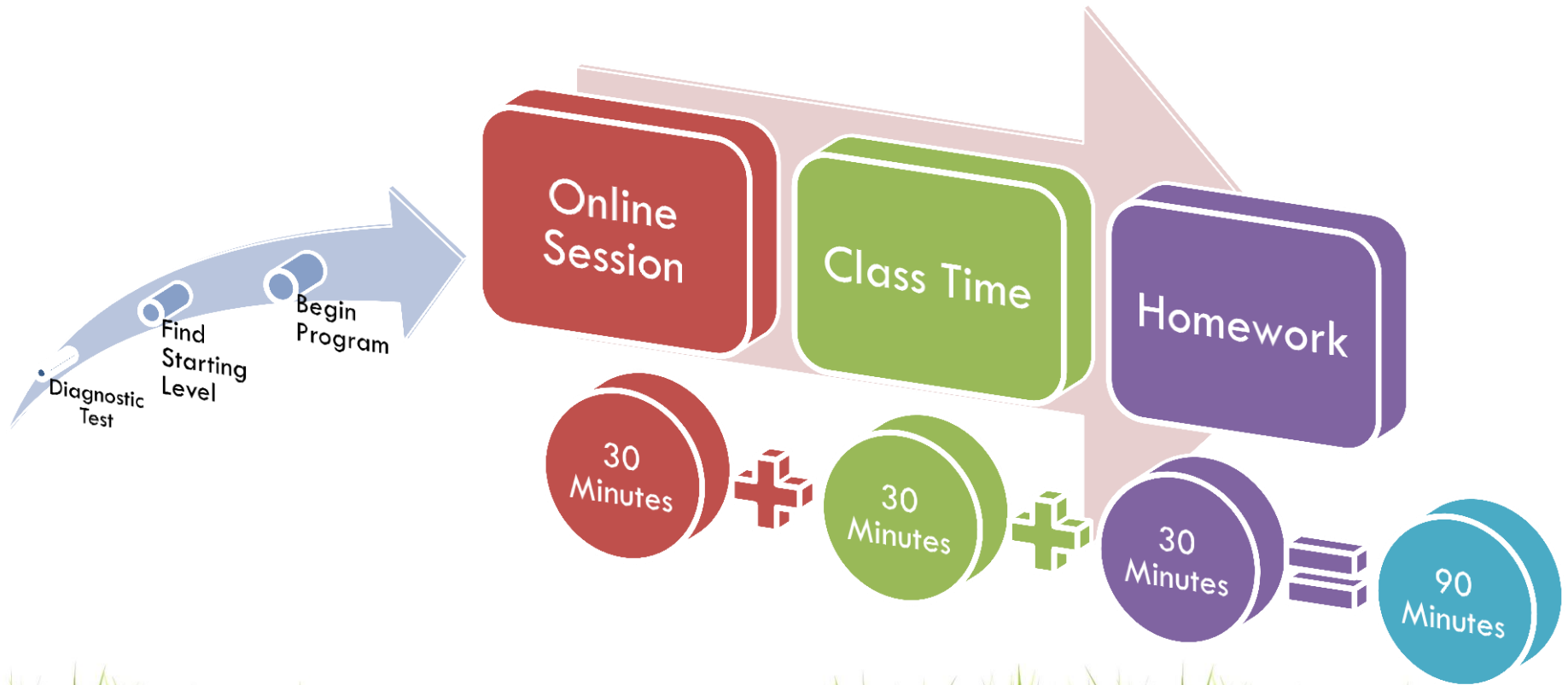
Yes Class Study Flow

Analysis. Analysis. Analysis.

The Diagnostic Tests are designed to pinpoint exactly where your child's academic levels stand, regardless of age and grade. The test will also pinpoint **strengths and weaknesses** your child may have in Math and English. This will determine a **comfortable starting point** for your child to begin our program.

Take Diagnostic Test

Analysis of Results

Determine Comfortable Starting Level

12

Yes Class Study Flow

Technology meets education.

During the Online Session of the Yes Learning Program, your child will work with multimedia learning applications which includes:

- Over 1,000 interactive, sound enabled, multimedia books.
- Comprehensive online Math program that provides real time feed back on correct and incorrect problems.

Our Online Session also provides detailed statistics and reports on your child's progress.

"I'm bored," said Sarah, as she walked into the kitchen for breakfast one Saturday morning.

"Would you like to invite a friend over?" asked her mother.

"No," said Sarah, "that's not the problem. I'm bored being ten."

"Well, your birthday is only a few weeks away," said her mother, "so you won't have to be ten much longer."

Next

Back

Level J — G.3 Multiply numbers written in scientific notation

Multiply. Write your answer in scientific notation.

$$(3 \times 10^3) \times (2 \times 10^5)$$

Exponents and operations

Submit
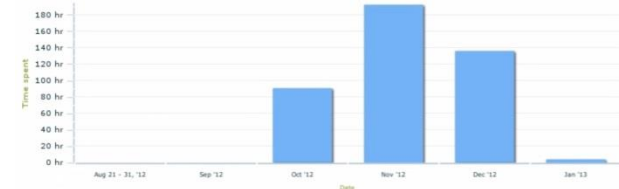
Time spent

Class usage – time spent by category

- Algebra
- Ratios, proportions, and percents
- Mixed operations
- Statistics
- Coordinate graphing
- Multiplication
- Consumer math
- Whole numbers
- Division
- Other

Yes Class Study Flow

Personalized. Effective. Proven.

During Class Time, your child will have an individualized lesson for 30-40 minutes. Your child will receive a weekly Math and/or English workbook. During class, our instructors thoroughly teach all concepts presented in the workbooks and encourage students to explain the steps they took to solve problems.

Yes Class Study Flow

Diagnostic Test → Online Session → **Class Time** → Homework

Stay updated. See the process. Watch the progress!

Every month, our instructors will hold a consultation meeting to keep you updated on your child's progress.

Our instructors go through a background check and a rigorous training program before they are certified to teach at our learning centers.

Review Homework → **Begin Class Study Session** → **Parent Consultation**

Yes Class Study Flow

Repetition. Review. Success.

Homework assignments end the cycle of the Yes Class Study Flow. The most important part of our program is **practice**.

The workbook starts off with simple and basic problems and very gradually increase in difficulty and complexity.
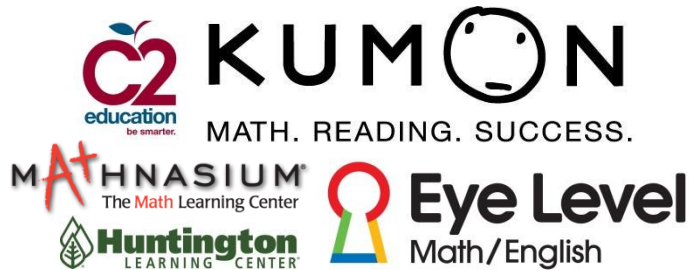
This way, your child will master all of the skill sets required to solve the harder problems, before attempting them.

AVERAGE OF 10,000 PROBLEMS SOLVED IN A YEAR!

Other Learning Centers **VS** YES Learning Center

Aligned to outdated standards

Focuses solely either on tutoring or worksheets

Little to no integration of technology
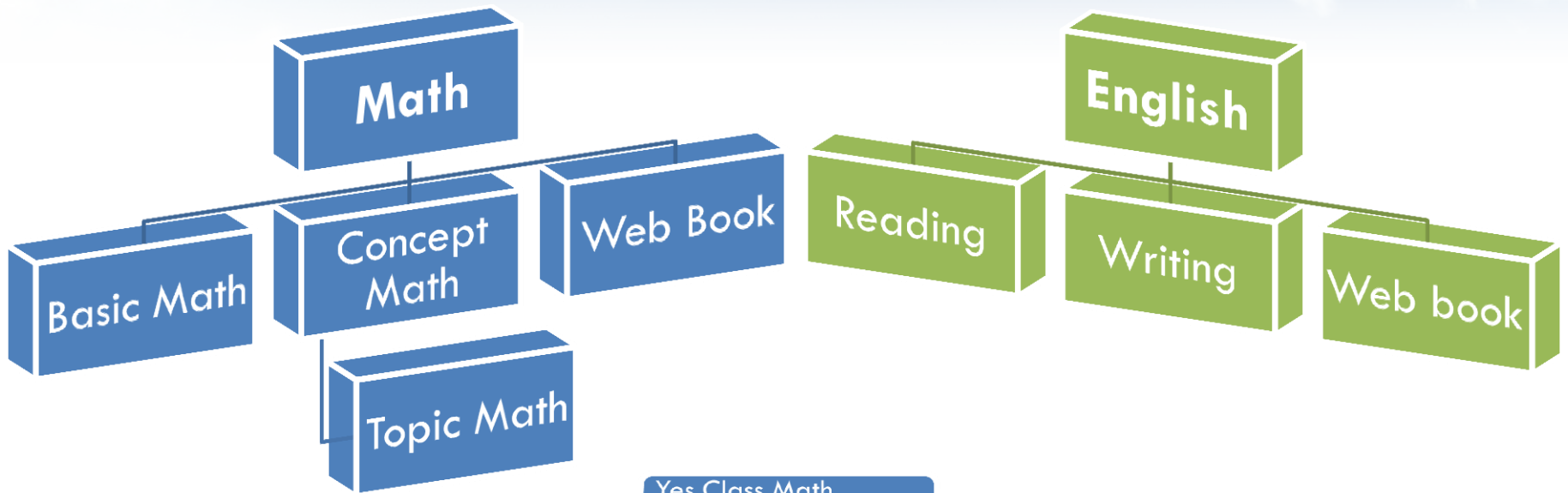
Aligned with Common Core

Program uses technology, worksheets and tutoring

Used by over 90% of students in top scoring countries around the world!

A GROUNDBREAKING APPROACH TO LEARNING!
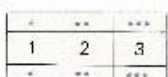
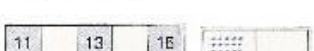# Yes Class Learning Program

Curriculum

Math

Basic Math

Concept Math

Topic Math

Web Book

English

Reading

Writing

Web book

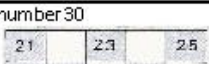**Yes Class Math Program**
- 2617 Total Booklets

Yes Class English Program
- 760 Total Booklets

Yes Class Basic Math Curriculum

No	Page	L1	L2	L3	L4	L5	No
1	1-12		Up to number 30	Up to Adding 3	Addition (up to 10)	Summary of Addition	1
2	13-24			$8+3=\square$ $12+1=\square$ $7+2=\square$	$6+5=\square$	$9+5=\square$ $3+9=\square$ $12+5=\square$ $5+12=\square$	2
3	25-36		Adding 1		$5+6=\square$	Addition (up to 99)	3
4	37-48			Adding 4 $3\rightarrow\rightarrow\rightarrow\rightarrow\square$ $3+4=\square$		$12+5=\square$ $\square$ 12	4
5	49-60	(S.P.) Up to number 5	31 32 34	Adding 4	Addition		5
6	61-72		37 38 40	$3+4=\square$	$9+4=10+\square+4$	21 46 58	6
7	73-84		41 43 44 45	$15+4=\square$	$4+9=\square+1+10+4$	$+13$ $+13$ $+39$	7
8	85-96			$16+4=\square$	$3+6=\square$	Addition of 2-Digit Numbers	8
9	97-108		$9+1=\square$	$19+4=\square$	$7+10=\square$	63 63 63	9
10	109-120			$21+4=\square$	$8+6=\square$	$+69 \Rightarrow +79 \Rightarrow +89$	10
11	121-132		$15+1=\square$		$12+12=\square$	132 $\square$ $\square$	11
12	133-144		$27+1=\square$	Adding 5	$10+13=\square$		12
13	145-156	Up to number 10		$8+5=\square$	$21\square=3$	85 77 79	13
14	157-168		$39+1=\square$	$20+5=\square$	$5+\square=8$	$+15$ $+34$ $+57$	14
15	169-180		$45+1=\square$	$12+5=\square$	$8+\square=13$		15
16	181-192		$69+1=\square$	$16+5=\square$	$\square+13=18$	(S.P.) Addition of 3-Digit Numbers	16
17	193-204			Up to Adding 5	Summary of Addition	540 656 735	17
18	205-216		$90+1=\square$	$5+3=\bigcirc$ $15+3=\square$	$20+13=\square$ $11+7=\square$	$+450$ $+236$ $+466$	18
19	217-228		$129+1=\square$	$3+5=\bigcirc$ $16+4=\square$	(S.P.) Subtraction (up to 3)		19
20	229-240		$999+1=\square$	$14+1=\square$ $18+5=\square$	$7-3=\square$ $9-2=\square$		20
21	241-252	(S.P.)		$19+2=\square$	Subtraction (up to 4, 5)	Addition of 3-Digit Numbers	21
22	253-264			Up to Adding 5	Subtraction (up to 5)	Summary of Subtraction	22
23	265-276		(S.P.) Adding 2	Adding 6	Subtraction	$13-9=\square$ $22-5=\square$	23
24	277-288		$8+2=\square$	$9+6=\square$	$10-6=\square$	$14-9=\square$ $22-15=\square$	24
25	289-300	Up to number 15	$19+2=\square$	$12+6=\square$ $13+6=\square$ $15+6=\square$	$10-7=\square$	Subtraction of 2-Digit Numbers	25
26	301-312		$27+2=\square$	Adding 7	$10-8=\square$	$13-4=\square \Rightarrow$ 13	26
27	313-324	11 13 16	$36+2=\square$	$6+7=\square$ $11+7=\square$ $13+7=\square$ $15+7=\square$	$11-5=\square$	-4	27
28	325-336				$12-11=\square$	$\square$	28
29	337-348	Up to number 20	$39+2=\square$	Adding 8	$13-8=\square$	43 64 83	29
30	349-360		$43+2=\square$	$9+8=\square$ $15+8=\square$	$14-14=\square$	-19 -48 $-\square\square$	30
31	361-372		$48+2=\square$		$15-5=\square$	33	31
32	373-384			Adding 9 $15+9=\square$	$17-10=\square$		32
33	385-396			Adding 10 $15+10=\square$	$18-13=\square$	Subtraction of 3-Digit Numbers	33
34	397-408		Adding 3	(S.P.) Subtraction 1 $4-1=\square$ $14-1=\square$	$20-1=\square$	176 662 604	34
35	409-420		$9+3=\square$	Subtraction 2 $11-2=\square$ $15-2=\square$	$20-11=\square$	-69 -469 -308	35
36	421-432		$17+3=\square$	Subtraction 2	$20-6=\square$		36
37	433-444	Up to number 30	$25+3=\square$	Subtraction 3	$20-16=\square$	$50+\square=100$	37
38	445-456	21 23 25	$28+3=\square$	$3-3=\square$ $12-3=\square$ $16-3=\square$	Summary of Subtraction	$100-50=50$	38
39	457-468	26 27 29			$22-15=\square$ $12-\square=2$		39
40	469-480						40
KEY POINT		On the basis of the skills developed in L1. (such as work skills, writing tools and the ability to write numbers) there is further progress in learning numbers 1~30. The Child learns the value of numbers 1~30 based on intuition.	The child solidifies the sequencing of numbers greater than or equal to 100. The child is introduced to addition of 1's, 2's, and 3's.	The child uses his / her mental capabilities to add, which enables introducing subtraction concepts of 1's, 2's, and 3's.	The child further improves his / her addition and subtraction skills acquired in L3 practice leads to the mastery of addition and subtraction concepts.	On the basis of mental computation skills acquired in L4, the student adds speed and accuracy. Subsequently, being the master in addition and subtraction in achieved.	
%		95% / 0.5 – 2 min.	95% / 1 – 2 min.	95% / 1 – 2 min.	90% / 1 – 2 min.	80% / 2 – 3 min.	

Yes Class Basic Math Curriculum

No	Page	L6	L7	L8	L9	L10	No
1	1-12	Review up to L5	Review up to L6	Review up to L7 69 1000	Working with Fractions	Review up to L9	1
2	13-24		$23\ \ 2000\ \ 5258\ \ 64$	$+84\ \ \ -\ \ 19\ \ \ 42\overline{)920}\ \ \ 4\frac{1}{7}\cdot\frac{3}{7}$	$4\overline{)2520}\quad 3\frac{1}{5}-1\frac{2}{5}+\frac{4}{5}$		2
3	25-36	Multiplication	$+46\ \ -\ 107\ \ \times\ \ \ 3\ \ \times40$	(S.P.)Reduction		$-2.36+4.01-5.2$	3
4	37-48			-Reduce each fraction with the factors 5 or 7	$\frac{1}{6}+\frac{8}{15}\qquad 5\frac{5}{12}-\frac{4}{15}$	$(-3\frac{5}{8})-(-2\frac{5}{12})-(-\frac{1}{6})$	4
5	49-60	$3\times6\quad 4\times8$	(3-digit) × (2-digit)	$\frac{14}{21}\ \frac{15}{23}\ \frac{35}{40}\ \frac{45}{49}$			5
6	61-72	$8\times9\quad 9\times7$		-The factors of 16 is 1, 2, □, □, 16.	$5\frac{7}{10}+\frac{5}{19}\quad 3\frac{1}{3}\div4\frac{2}{3}$	$(+2)^4\times(+\frac{1}{2})^2$	6
7	73-84		Working with the Set of Natural Numbers	-Find the greatest common factor.	(S.P.)Multiplication of Decimals 1.32	$5^7\div5^3$	7
8	85-96		$36\qquad 3030\div30$	(4, 6) (9, 12) (8, 16)	$1.5\times120\quad 0.025\times0.02\quad \times1.24$	$(-3)^2\times(-4)^3\div(-6)^5$	8
9	97-108	(S.P.)2-digit × 1-digit numbers	$\times\ 41$	-Reduce to a simple fraction	Division of Decimals	$-14+[27+(-35)]\div(-8)$	9
10	109-120			$\frac{12}{21}\ \frac{12}{27}\ \frac{8}{28}\ \frac{17}{51}\ \frac{19}{57}$	$40.34\div1000\qquad 6.7\overline{)28.9}$	$-8\times[(-5)+9\div(-3)]\div(-8)\div2$	10
11	121-132	$23\quad 45\quad 89$	(S.P.)Division by 2-digit Number		Ratio and Percentages	(S.P.)Evaluate	11
12	133-144	$\times 3\quad \times 3\quad \times 7$		Ratio and Percentages	Express as a fraction and a decimal 37% ⇒ □=$\frac{□}{□}$	$x=3$ and y = -2 when $2x^2-y^3$	12
13	145-156		$21\overline{)72}\quad 21\overline{)132}$	(S.P.)Addition of Fractions		$3a+4b+2a-(3a+2a)+4b$	13
14	157-168			$\frac{1}{4}+\frac{5}{7}\quad 9\frac{4}{7}+\frac{5}{6}$	Equations	$6(\frac{1}{2}x-1)4+(\frac{3}{4}x+2)$	14
15	169-180		$45\overline{)2357}\quad 69\overline{)5981}$	-Find the least common multiple of 8 and	$87+x=150$	$5x-9=4x$	15
16	181-192			12.	$x-11=16\qquad 4\times x=52$	$\frac{5}{8}x-\frac{3}{4}=\frac{1}{2}x\quad \frac{3}{8}(5-6x)=\frac{2}{3}(3x-1)$	16
17	193-204	3-digit × 1-digit numbers		$\frac{3}{8}+\frac{1}{12}\quad \frac{7}{12}+6\frac{9}{14}$	$x\div6=15\qquad (x\div5)+16=19$	$\frac{4x-8}{6}=\frac{2x-4}{3}$	17
18	205-216	$234\quad 738\quad 908$					18
19	217-228	$\times\ 7\quad \times\ 8\quad \times\ 9$		$2\frac{7}{12}+7\frac{8}{13}\quad 1\frac{5}{8}+3\frac{7}{24}$		Applications of Linear Equation	19
20	229-240	4-digit × 1-digit numbers	Division by 2-digit Numbers				20
21	241-252	2-digit × 2-digit numbers	Working with Natural Numbers		Proportions		21
22	253-264	$34\qquad 64$	$24\div2-5\times(2-1)$		-Find the value of x		22
23	265-276	$\times32\quad \times87$	$7\times8+7\times2=7\times(□+□)$		$x:5=28:20\quad 3\frac{1}{3}:x=2\frac{1}{3}:\frac{1}{3}$		23
24	277-288				Working with Fractions and Decimals		24
25	289-300	(S.P.)Division		Subtraction of Fractions	$1.8+\frac{1}{4}\qquad 2\frac{1}{2}\div 2.25$		25
26	301-312	$25\div5=□$		$7-\frac{3}{7}\quad 3\frac{1}{3}+1\frac{7}{10}$	Working with Three Fractions		26
27	313-324	Remainders			$\frac{1}{7}\times\frac{1}{8}\times6\quad 2\frac{2}{5}\times\frac{12}{23}\times1\frac{1}{11}$		27
28	325-336		(S.P.)Fractions 1	Addition / Subtraction of Three Fractions			28
29	337-348	$37\div4\qquad 34\div4$	Fractions 2	$4\frac{1}{2}-2\frac{1}{3}+3\frac{1}{4}$	$3\frac{1}{2}+4\frac{1}{4}+\frac{7}{12}\quad \frac{3}{4}-\frac{1}{6}+\frac{1}{3}$		29
30	349-360		Fractions 3		Four Rules of Arithmetic		30
31	361-372		Addition and Subtraction of Fractions	Fractions and Decimals $\frac{1}{5}=\frac{□}{10}=0.2$	$(10+5)\times3\qquad 10+5\times3$		31
32	373-384	(S.P.)2-digit ÷ 1-digit numbers	$1\frac{2}{7}+1\frac{6}{7}$		$2\div(\frac{1}{2}-\frac{1}{6})\qquad \frac{1}{2}\div\frac{1}{3}+\frac{1}{2}\times3$		32
33	385-396		$\frac{5}{7}\frac{4}{7}+\frac{3}{7}$	Multiplication of Fractions			33
34	397-408	$2\overline{)24}\quad 3\overline{)55}$		$\frac{4}{5}\times2\quad 2\frac{1}{6}\times2\frac{6}{11}$	$\frac{2}{3}\div\frac{4}{5}+\frac{1}{2}\div\frac{4}{5}\quad (\frac{2}{3}\div\frac{1}{2})\div\frac{4}{5}$		34
35	409-420		$5\frac{3}{7}-2\frac{6}{7}$	$0.3\times\frac{4}{5}\quad 2.34\times2\frac{4}{9}$	$13-\{7-(2\frac{1}{4}-\frac{1}{3})\}$		35
36	421-432				$\frac{1}{2}+0.25-\frac{1}{6}\div2$		36
37	433-444	3-digit ÷ 1-digit numbers	Decimals	Division of Fractions			37
38	445-456		Addition and Subtraction of Decimals	$\frac{3}{5}\div5\quad 2\frac{7}{13}\div1\frac{17}{23}$	Formulas		38
39	457-468	$6\overline{)216}\quad 7\overline{)875}$	$0.8+0.4\qquad 1.5$				39
40	469-480		$-\ 0.48$	$5.4\div\frac{2}{3}\quad 1\frac{4}{23}\times3\frac{2}{4}\div2\frac{2}{3}$			40
KEY POINT		The student learns to memorize the basic skills of multiplication and division. Mental math is reinforced by requiring the student to multiply without carrying over, and dividing without showing tedious work.	Mastery in multiplication and division is achieved. The student understands the correct order of operations, by being able to conceptualize decimals and fractions. The ability to add and subtract decimals and fractions are enhanced.	The student learns how to reduce fractions and to find the common denominator. The student applies the four basic arithmetic operations with fractions. The student utilizes rote memory to convert fractions to decimals and vice versa.	The student is able to calculate fractions by being able to solve combined problems including addition, subtraction, multiplication and division. The student is required to employ the properties of equality to solve equations.	The student improves his / her basic skills regarding negative and positive numbers, on the basis of his / her ability to calculate rational expressions. The student learns to solve linear equations with direct methods.	
%		80% / 3 – 4 min.	70% / 4 – 5 min.	65% / 5 – 6 min.	55% / 6 – 7 min.	60% / 7 – 8 min.	

Yes Class Concept Math Curriculum

Level A

A01- Draw a line 1
A02- Draw a line 2
A03- Draw a line 3
A04- Draw a line 4
A05- Draw a line 5
A06- Draw a line 6
A07- Draw a line 7
A08- Draw a line 8
A09- Draw a line 9
A10- Mazes with number1to8
A11- Mazes with Number 1to 17
A12- Writing number 0-3
A13- Writing number 4-7
A14- Writing number 8-10
A15- Writing number 0-10
A16- Writing connect number 1-10
A17- 2Writing connect number 1-10
A18- 3Writing connect number 1-10
A19- 4Writing connect number 1-10
A20- 5Writing connect number 1-10
A21- Connect numbered star
A22- Connect number 1-20
A23- Connect number 1-25
A24- Connect number 1-30
A25- Connect number 1-40
A26- Connect number 1-45
A27- Coloring matching shapes
A28- Matching shape
A29- Matching number 1 to 6
A30- Matching number 1 to 9
A31- Matching number 5 to 9
A32- Matching number 10 to 15
A33- Count circle simple number1to5
A34- Count circle simple number1to9
A35- Count circle simple number1to12
A36- Count circle simple number1to15
A37- Count circle simple number9to12
A38- Count circle simple number9to15
A39- Count circle number1to5
A40- Count circle number6to9

Level B

B01- blank equal sign 1
B02- blank equal sign 2
B03- comparing number1to9
B04- blank equal sign 3
B05- count circle number1to15
B06- count circle number9to12
B07- count circle number9to15
B08- comparing number all blank
B09- comparing number mix
B10- ordering number 1to9
B11- 2ordering number1to9
B12- 2-3 missing number 0-5
B13- 1-2 missing number 0-10
B14- 2-3 missing number 0-10
B15- 3-4 missing number 0-10
B16- 1-2 missing number 0-20
B17- 2-3 missing number 0-20
B18- 3-4 missing number 0-20
B19- Trace and Copy square
B20- Trace and Copy ractangle
B21- Trace and Copy triangle
B22- Counting Number of Sides1
B23- Counting Number of Sides 2
B24- kindergarten geometry mix
B25- understanding shape words
B26- Ordering animal 1
B27- Ordering animal 2
B28- Color Based On Directions
B29- Counting Sets of Numbers
B30- Counting Match Items To Numbers
B31- Counting number of objects
B32- How Many Are There
B33- Counting By Drawing
B34- Comparing Objects (Which Set Has More)
B35- Grouping Numbers
B36- Simple Pattern Skills
B37- Counting Missing numbers
B38- Counting Missing Numbers 1
B39- Counting Missing Numbers 2
B40- easy mixed addition

Level C

C01- Learning shapes
C02- Identifying shape
C03- Which weighs more or less
C04- Larger smaller number
C05- Larger smaller number 2
C06- Picture addition
C07- Addition Practice
C08- Simple Word Problems 1
C09- Picture Subtraction
C10- Count and Write 1 to 20
C11- Counting By Number Ranges
C12- Larger Numbers And Smaller Numbers
C13- Counting From Zero
C14- Counting By 2s, 5s, and 10s
C15- Picture Based Measurement 1
C16- Counting By Numbers
C17- Ordinal Numbers
C18- Patterns with Shapes and Pictures1
C19- Which Shape Doesn't Belong
C20- Addition Numbers 0 to 9 Vertical and Horizontal
C21- Following Directions With Shapes
C22- Subtraction Numbers 0 to 9 Vertical and Horizontal
C23- Visually Estimate Sums and Differences
C24- Single Digit Subtraction
C25- Addition and Subtraction Word Problems
C26- Write the Missing Math Symbols
C27- Matching Number Sentences to Pictures
C28- Adding Single Digits to Double Digits
C29- Three Number Column Addition
C30- Learning Basic Shapes and Sides
C31- Estimating the Half Way Point
C32- Learning About The Calendar
C33- Double Digit Addition
C34- Addition or Subtraction Sign
C35- Visual Sums of 3 Numbers
C36- Adding Double and Triple Digits
C37- Adding Triple Digits
C38- Missing Number Addition
C39- 4 Digit to 4 Digit Addition
C40- 4 Digit to 5 Digit Addition & 5 Digit to 5 Digit Addition

Level D

D01- One from Two Digit Subtraction
D02- Addition or Subtraction Sign
D03- Making Sums and Differences
D04- Subtraction Magic Puzzle Cubes
D05- Two Digit Subtraction
D06- Missing Addition or Subtraction Sign
D07- Subtraction Word Problems
D08- Missing Digit Subtraction
D09- Estimate Large Sums and Differences
D10- Two from Three Digit Subtraction
D11- Three from Three Digit Subtraction
D12- 4 Digit to 4 Digit Subtraction & 3 Digit to 4 Digit Subtraction
D13- 4 Digit to 5 Digit Subtraction & 5 Digit to 5 Digit Subtraction
D14- Subtraction Mixed Review
D15- Three Dimensional Shapes
D16- Draw Shapes On The Grid
D17- Identify Two and Three Dimensional Shapes
D18- Money Word Problems
D19- Estimate on a Number Line
D20- Orientation and Position
D21- Number Patterns
D22- Picture Based Measurement 2
D23- Addition Word Problems
D24- Estimating Length (Simple)
D25- Number Pattern Sequence
D26- Numbers Line Addition
D27- Visual Subtraction
D28- Reading Picture Graphs
D29- Addition Number Grid
D30- Reading Horizontal Picture Graphs
D31- Reading Vertical Picture Graphs
D32- Number Family (Addition)
D33- Counting Change
D34- Making Change with Coins
D35- Greater Than, Lesser Than, or Equal
D36- Simple Word Problems 2
D37- Complete the Symmetry
D38- Addition Math Trails Puzzles
D39- Estimating Length
D40- Estimate Sums and Differences

Level E

E01- Adding Three Numbers
E02- Visual Place Value
E03- Mixed Addition Review
E04- Large Sums
E05- Compare and order numbers 1 to 1000
E06- Estimating Sums and Differences
E07- Coordinate Identification
E08- Liquid Measurement (Metric)
E09- Consecutive Numbers
E10- Place Value Into Words
E11- Identify Objects On A Coordinate Grid
E12- Placing Items on Coordinate Grids
E13- Plotting Graph Coordinates
E14- Identifying Grid Location
E15- What Time Is It?
E16- Even or Odd Numbers
E17- Estimate Length and Weight (Metric)
E18- Estimating Weight and Volume
E19- Relative Positioning
E20- Telling Time
E21- Simple Money Word Problems
E22- Reading Data Tables
E23- Estimate the Number of Objects
E24- Estimate Length
E25- Using Data Tables
E26- Using Tally Charts To Make Graphs
E27- Numbers to Words
E28- Ordinal Numbers 2
E29- Multiplication as Repeated Addition
E30- Ordering Numbers
E31- Visual Multiplication
E32- Writing Numbers As Words
E33- Number Line
D34- Rounding Numbers To Tens
D35- Rounding to Tens, Hundreds, Thousandths
E36- Single Digit Multiplication
E37- Single Digit Multiplication Tables
E38- Multiplication Times Tables
E39- Missing Digit Multiplication Easy
E40- Picture Multiplication

Level F

F01- Quick Multiplication
F02- Single-Double Digit Multiplication
F03- Two Digit with Single and Two Digit Multiplication
F04- Double Digit Only Multiplication
F05- Finding the Surface Area and Volume of Cubes
F06- Three Digit with Single, Double, And Triple Digit Multiplication
F07- Pictographs
F08- Reading and Making Histograms
F09- Visual Fractions
F10- Color Fraction Objects
F11- Pictures, Words, and Fractions
F12- Color Modeling Fractions
F13- Modeling Fractions
F14- Converting Units of Capacity
F15- Converting Units of Length
F16- Time Word Problems
F17- Triple Times Double Digit Multiplication
F18- Triple Times Triple Digit Multiplication
F19- Missing Digit Multiplication
F20- 4 Digit to 4 Digit Multiplication & 3 Digit to 4 Digit Multiplication
F21- 4 to 5 Digit Multiplication & 5 to 5 Digit Multiplication
F22- Mixed Digit Multiplication Easy
F23- Reverse Multiplication Tables
F24- Patterns Within Shapes and Pictures2
F25- Multiplication Math Puzzles
F26- Multiplication Word Problems
F27- Mixed Digit Multiplication
F28- Drawing Ordered Pairs
F29- Place Value 1 s to 10,000 s place
F30- Finding Ordered Pairs
F31- Division Sharing with Visuals
F32- Simple Picture Division
F33- Picture Division
F34- Divisibility Tables
F35- Single Digit Division, No Remainders
F36- Division Determine If Remainders Exist
F37- Single into Double Digit Division, No Remainders
F38- Single into Double Digit Division With Remainders
F39- Triple From Triple Digit Division, No Remainders
F40- Single Digit Long Division with Remainders

Level G

G01- Identifying Multiples
G02- Double Digit Long Division
G03- Missing Digit Division Short
G04- 4 Digit to 4 Digit Division & 3 Digit to 4 Digit Division
G05- 4 Digit to 5 Digit Division & 5 Digit to 5 Digit Division
G06- Long Division Review
G07- Estimating Quotients
G08- Missing Digit Division
G09- Division Word Problems Easier
G10- Order of Operations (2-Step Problems)
G11- Order of Operations (3-Step Problems)
G12- Order of Operations (4-Step Problems)
G13- Recognizing Similar and Congruent Figures
G14- Counting U.S. Money
G15- Using Math Venn Diagrams
G16- Graphing Lines By Two Points
G17- Recognizing Lines of Symmetry
G18- Find The Area, Perimeter, and Volume of Rectangles
G19- Visualizing Decimals
G20- Compare and order numbers 0.0001 to 10
G21- Place Value 0.0001s to 1s
G22- Rounding to Thousandths
G23- Place Value 1 to 100,000 writing in standard form
G24- Intermediate Word Problems
G25- Fraction Word Problems
G26- Unit Conversion- Kilo-, Milli-, Centi-
G27- Classifying and Measuring Angles
G28- Factors of Numbers
G29- Shade and Reduce Fractions
G30- Common Multiples and Least Common Multiple
G31- Rewriting Fractions
G32- Mixed Numbers To Fractions
G33- Estimating Sums and Differences with Fractions
G34- Comparing Fractions
G35- Fraction Addition and Equivalents
G36- Fraction Subtraction
G37- Adding Mixed Numbers
G38- Adding Mixed Numbers2
G39- Subtracting Mixed Numbers
G40- Subtracting Mixed Numbers2

Level H

H01- Adding and Subtracting Mixed Numbers
H02- Convert Mixed Numbers
H03- Fraction Multiplication
H04- Fractions As Number Word Problems
H05- Fractions of Large Numbers
H06- Multiplying Mixed Numbers
H07- Fractions of Numbers
H08- Reciprocal of Fractions and Whole Numbers
H09- Fraction Division
H10- Dividing Mixed Numbers
H11- Dividing Mixed Numbers2
H12- Fraction Review
H13- Find The Area and Perimeter of Triangles, Parallelogram, Trapezoids
H14- Reading Rulers (Inches)
H15- Patterns Within Data Sets
H16- Plotting Points
H17- Finding Percentages
H18- Introductory Word Problems
H19- Decimal Addition (up to 0.001)
H20- Decimal Subtraction (up to 0.001)
H21- How Much Change Are You Owed?
H22- What's Your Change?
H23- Graphing Coordinates
H24- Naming Quadrants
H25- Find the Surface Area and Volume of Rectangular Solids
H26- Mixed Word Problems
H27- Estimating Sums and Differences with Decimals
H28- Writing Coordinates
H29- Translations, Reflections, Rotations: Transformations
H30- Triangles
H31- Decimal Multiplication (up to hundredths 0.01)
H32- Decimal Division (up to hundredths 0.01)
H33- Division Math Puzzles
H34- Mean, Median, Mode
H35- Division Word Problems
H36- Data Sets: Mean, Median, Mode
H37- Order Decimals and Fractions
H38- Convert Decimals to Fractions and Percentages
H39- Convert Percentages to Fractions and Decimals
H40- Reading A Ruler (Metric)

Level I

I01- Compare & Order Decimals, Percent and Fractions
I02- Reading Circle Graphs
I03- Basic Word Problems
I04- Mixed Division Review
I05- Using Money Conversion Charts
I06- Scale Factors
I07- Elementary Probability
I08- Central Tendency – Mean, Mode, Median
I09- Representing Integers
I10- Number Line Expression
I11- Visual Expressions
I12- Positive and Negative Number Line Addition
I13- Using A Number Line To Do Subtraction
I14- Absolute Value
I15- Adding and Subtracting Integers
I16- Multiplying and Dividing Integers
I17- Divisibility
I18- Classifying Numbers: Prime or Composite
I19- Prime Factors
I20- Divisibility: Add the Missing Number
I21- Adding Units of Measurement- Mass, Length, and Volume
I22- Adding Units of Time and Weight
I23- Adding And Subtracting Measurement With Fractions
I24- Open Ended Integer Problems
I25- Line Plots
I26- Perimeter and Area
I27- Exploring Figures
I28- Rewriting Ratios
I29- Find Angles And Classify
I30- Adding And Subtracting Measurements
I31- Adding English Measurement
I32- Are these Proportional?
I33- Creating Proportions
I34- Subtracting English Measurement
I35- Multiplying English Measurement
I36- Reading and Making Bar Graphs
I37- Reading and Making Line Graphs
I38- Reading and Making Pie Graphs
I39- Calculator Fun
I40- Equivalent Proportions

Level J

J01- Missing Proportion
J02- Draw Lines, Segments, and Rays
J03- Venn Diagrams
J04- Scatter Plots and Line of Best Fit
J05- Identify Polygon
J06- Finding Common Factors
J07- Rewrite the expression using Associative Property
J08- Rewrite the expression using Commutative Property
J09- Rewrite the expression using Distributive Property
J10- Commutative, Associative, and Distributive Properties
J11- Properties of Numbers
J12- Writing Exponents
J13- Like Terms
J14- Combining Like Terms (Simple)
J15- Simplify the Equations
J16- Rewrite by Factoring
J17- Simplifying the Expressions
J18- Fraction Word Problems (Moderate)
J19- Addition in Expressions
J20- Multiplication in Expressions
J21- Solving Equations Subtraction Principle
J22- Solving Equations Division Principle
J23- Basic Algebra
J24- Consecutive Integers Word Problems
J25- Solving Equations Practice
J26- Writing Two Step Equation
J27- Area of Parallelogram
J28- Percent of a Number
J29- Numbers Based on Percentages
J30- Plotting and Finding Ordered Pairs
J31- Solving Proportion Problems
J32- Word Based Proportions Easy
J33- Measure length in cm, mm and meters
J34- Meaurement word problem
J35- Ratio And Proportion Word Problems
J36- Ratio Tables
J37- Ratio Word Problems
J38- Classify Triangles
J39- Box and Whisker Plot
J40- Read and Make Stem and Leaf Plots

Yes Class Concept Math Curriculum

Level K

K01-Area of a Circle
K02-Volume Word Problems
K03-Volume and Surface Area of Solids and Cylinders
K04-Building Quadrilaterals
K05-Area of Irregular Shapes
K06-alculating Interest with U.S. Dollars
K07-Calculating Interest with U.S. Dollars over 1 full year
K08-Tree Diagrams Advanced
K09-Probability
K10-Calculate Probability as a Decimal
K11-Combining Like Terms (Difficult)
K12-Using Time Conversion Charts
K13-Function Tables With Missing Parts
K14-Function Tables
K15-Variable Expressions
K16-Integer Word Problems
K17-Fraction Word Problems w/ Mixed Numbers
K18-Convert Exponents To Numbers And Compare
K19-Conditional Statements and Converses
K20-Identify Similar Triangles With Proofs
K21-Finding Squares and Square Roots
K22-Identify And Make Quadrilateral
K23-Transversals
K24-Identifying Parallel, Intersecting, and Perpendicular Lines
K25-Solving Multi-step Equations
K26-Similar Figures- Finding Unknown Sides
K27-Squares And Square Roots
K28-Reading Frequency Tables
K29-Scientific Notation
K30-Writing Scientific Notation
K31-Ratio Word Problems (Moderate)
K32-Word Based Proportions Difficult
K33-Transformations
K34-Multiplying and Dividing Exponents
K35-Decimal Word Problems
K36-Surface Area and Volume of Triangular Solids And Cylinders
K37-Unit Conversion Time And Weight
K38-Unit Rates
K39-Circle Diameter Chord Center Or Radius
K40-Circumference

Level L

L01-Solving Inequalities By Adding and Subtracting
L02-Solving Inequalities By Multiplying and Dividing
L03-Find The Square Root
L04-Probability Word Problems
L05-Finding Sides Of Similar Triangles
L06-Naming Adjacent, Supplementary, and Vertical Angles
L07-Lines and Planes
L08-Writing Sentences As Equation
L09-Evaluating Variable Expressions
L10-Evaluation of Expressions
L11-Algebra Word Problems
L12-Pythagorean Theorem Word Problems
L13-Calculate Value
L14-Central Tendency - Mean, Mode, Median
L15-Common Factors
L16-Exponents
L17-Closure Property
L18-Operations with Signed Numbers
L19-Add and Subtract Rational Fractions
L20-Binary Operations
L21-Factorials
L22-Categorizing Data and Bias
L23-Organizing and Interpreting Data
L24-Perimeter and Circumference
L25-Metric/English Measurement Conversions and Rates
L26-Changing Standard Form to Scientific Notation & Changing Scientific Notation to Standard Form
L27-Approximations of Irrational Numbers
L28-Binary Operations Advanced
L29-Solve for an Unknown
L30-Express as a Single Logarithm
L31-Determine the value of a log
L32-Express exponential forms in logarithmic form
L33-Express logarithmic form in exponential form
L34-Draw the Line
L35-Error in Measurement
L36-Evaluate Expressions with Fractional Exponents
L37-Slope of a Line
L38-Slopes and Equations of Lines
L39-Multiplication and Division of Algebraic Fractions
L40-Evaluating Expressions

Level M

M01-Signed Numbers Word Problems
M02-Exponential Growth and Decay
M03-Factorial Notation
M04-Standard Form of Complex Numbers
M05-Multiplication/Division with Scientific Notation
M06-Review Practice with Factoring
M07-Powers
M08-Rational and Irrational Numbers
M09-Addition and Subtraction of Algebraic Fractions
M10-Addition and Subtraction of Polynomials
M11-Power Word Problems
M12-Solving Factorable Quadratic Equations
M13-Simplifying Radicals
M14-Simplifying (or Reducing) Algebraic Fractions
M15-Properties of Real Numbers
M16-Simplify Square Roots with Negative Numbers
M17-Percentiles and Quartiles
M18-Properties of Real Numbers (Advanced)
M19-Linear Systems: Write as a Linear Equation
M20-Imaginary Unit
M21-Permutations
M22-Combinations
M23-Calculate Probability As A Fraction
M24-Calculate Probability As A Percentage
M25-Interest Word Problems
M26-Division of Polynomials by Monomials
M27-Add and Subtract Complex Numbers
M28-Determinants: 2 x 2 Matrix
M29-Find the Intercepts
M30-Determinants: 3 x 3 Matrix (Diagonals Method)
M31-Determinants: 3 x 3 Matrix (Row and Column Method)
M32-Addition of Matrices
M33-Solve the Matrix Equation
M34-Algebraic Translations
M35-Linear Systems: Write as a Matrix
M36-Determine Value of Compound (Composite) Functions
M37-Definition of a Function
M38-Systems of Linear Inequalities
M39-Divide Rational Fractions
M40-Solving Exponential Equations (common base)

Level N

N01-Direct Variation
N02-Set Builder and Interval Notation
N03-Factoring Application
N04-Solving Fractional Equations
N05-Multiplication of Matrices
N06-Solving Linear Inequalities
N07-Linear Quadratic Systems
N08-Subtraction of Matrices
N09-Permutations 2
N10-Multiply a Matrix by One Number
N11-Graphing Linear Inequalities
N12-Simplify Complex Fractions
N13-Factoring the Difference of Two Perfect Squares
N14-Cyclic Nature of the Powers of i
N15-Operations with Radicals
N16-Undefined Algebraic Fractions
N17-Undefined Algebraic Fractions (Advanced)
N18-Multiplication of Rational Fractions
N19-Theoretical versus Empirical Probability
N20-Laws of Rational Exponents
N21-Algebraic Solutions to Linear Systems
N22-Algebraic Solutions to Simultaneous Equations
N23-Applied Problems for Inequalities
N24-Factoring Trinomials (a <> 1)
N25-Factoring Trinomials (a = 1)
N26-Logarithm Word Problems
N27-Multiplying Polynomials
N28-Polynomial Word Problems
N29-Graphing Functions
N30-Graphing Inequalities
N31-Tree Diagrams
N32-Graphing Linear Systems
N33-Graphing Systems of Inequalities
N34-Graphing Parabolas
N35-Graphs and Equations of Lines
N36-Graphs of Parabolas
N37-Graphs of Linear Equations: Slope and Intercept
N38-Prisms, Pyramids, Cylinders, Cones, Spheres
N39-Single & Compound Events
N40-Transformations: Identifying Line Reflections

Level O

O01-Transformations: Identifying Translations
O02-Tree Diagrams Word-based
O03-Transformations: Rotation
O04-Transformations: Working with Translations
O05-Area on a Coordinate Grid
O06-Areas of Polygons and Circles
O07-Intuitive Work with Line Reflections
O08-Rotational Symmetry
O09-Congruence of Triangles- Numerical Practice with Congruence
O10-Congruent Triangles
O11-Mutually Exclusive & Independent Events, Complement
O12-Exterior Angles
O13-Permutations: nPn&nPR
O14-Geometric Constructions- Congruence
O15-Interior and Exterior Angles
O16-Line Symmetry
O17-Sample Spaces
O18-Sample Spaces Word-based
O19-Midpoint of a Segment
O20-Conditional Probability
O21-Parallel and Perpendicular Lines
O22-Perimeter of Polygons & Circumference of Circles
O23-Point Symmetry
O24-Quadrilaterals- The Quadrilateral Family (and Properties)
O25-Similarity
O26-Sum of Interior Angles
O27-Translations
O28-Polygons - Exterior Angles of Polygons
O29-Polygons - Each Interior Angle
O30-Locus at a Fixed Distance
O31-Locus At a Fixed Distance from a Point
O32-Locus Equidistant from Two Intersecting Lines
O33-Equation of a Line
O34-Locus Equidistant from Two Parallel Lines
O35-Locus Equidistant from Two Points
O36-Volume and Surface Area of Solids
O37-Numerical Practice with BIG Circles
O38-Circles: Area of Sectors and Segments
O39-Dilations
O40-Direct Euclidean Proofs

Level P

P01-Indirect Euclidean Proofs
P02-Using a Calculator (sin, cos, tan)
P03-Transformations- Dilation
P04-Angles
P05-Triangles
P06-Parallel Lines
P07-Nature of Roots
P08-Recognizing Congruent Triangles
P09-Interior Angles of Polygons
P10-Sum Of Interior Angles Word Problems
P11-Transformations- Line Symmetry
P12-Transformations- Point Symmetry
P13-Triangles In Problems
P14-Indirect Euclidean Proofs (Graphical)
P15-Empirical Probability
P16-Mid-Segment of a Triangle
P17-Types of Angles
P18-Rotations
P19-Isosceles Theorem
P20-Polynomial Denominators
P21-Pythagorean Theorem
P22-Logarithmic to Exponential Form
P23-Single Compound Events
P24-Proof Warm Ups
P25-Solve For The Unknown
P26-Reflection in a Point
P27-Midpoint of a Line Segment
P28-Probability Problems AND/OR
P29-Rationalize Denominators
P30-Mutually Exclusive Events
P31-Glide Reflections
P32-Intuitive Notion of Dilation
P33-Exterior Angles of Polygons
P34-Tangent of Points
P35-Area of Polygons and Circles
P36-Inverse Functions- Calculator Practice
P37-Parts of a Parabola
P38-Areas and Coordinate Geometry
P39-Identifying Translations

P40-Literal Equations

Level Q

Q01-Compound Locus
Q02-Circle Proofs
Q03-Central and Inscribed Angles in Circles
Q04-Dilations and Similarity
Q05-Distance Formula
Q06-Exponential to Logarithmic Form
Q07-Parabola Standard Equations
Q08-Classifying a Conic Section
Q09-Circle Equations
Q10-Concurrence
Q11-Congruence of Triangles
Q12-Congruent Triangle Proofs
Q13-Parabola Equations
Q14-Parabola- Equations & Graphs
Q15-Parabolas- Focus &Directrix
Q16-Arcs in Circles
Q17-Area of Sectors and Segments
Q18-Chords and Circles
Q19-Hyperbolas in Standard Form
Q20-Circle Equations and Graphs
Q21-Circle Equations Based On Radius
Q22-Chords, Secants, and Tangents in Circles
Q23-Hyperbolas- Foci and Vertices
Q24-The Quadrilateral Family
Q25-Probability: Independent Events
Q26-Probability Problems Involving AND & OR
Q27-Functions - Recognize and Evaluate
Q28-Graphing Linear Quadratic Systems
Q29-Parabolas- Graphs & Equations
Q30-Quartiles & Percentiles
Q31-Tangent of x
Q32-Coordinate Geometry Proofs
Q33-Proofs in Coordinates
Q34-Tangents And Circles
Q35-Angles Circles- Chords
Q36-Angles Outside the Circle
Q37-Angles with Parallel Lines
Q38-Combinations: nCn&nCr
Q39-Complement of an Event
Q40-Counting Principle

Level R

R01-Counting Principle (Difficult)
R02-Algebraic Representations
R03-Analyzing in Three Dimensions
R04-Angle Word Problems
R05-Proportion in a Right Triangles
R06-Translations & Vectors
R07-Sine of x
R08-Triangle Proofs
R09-Cosine of Points
R10-Ellipses & Standard Equations
R11-Ellipses in Standard Form
R12-Ellipses- Foci & Vertices
R13-Solving Functions Algebraically
R14-Sine of Points
R15-Quadrilateral Proofs
R16-Reflection in a Line
R17-Solving Functions Graphically
R18-Theoretical Probability
R19-Pythagorean Theorem Word Problems
R20-Triangle Inequality Theorem
R21-Value of a Log
R22-Triangle Inequalities
R23-Proofs With Congruent Triangles
R24-Write Parabola Equations
R25-Absolute Value
R26-Adding and Subtracting Complex Numbers
R27-Composition of Functions
R28-Factoring Polynomials
R29-Proportions
R30-Radicals
R31-Comparison of Volumes of Similar Solids
R32-Central Tendency and Dispersion
R33-Fill in the missing angle
R34-Arc Length and Radian Measure
R35-Completing the Square
R36-Trigonometric Functions
R37-Absolute Value of Complex Numbers
R38-Trigonometric Ratios
R39-Solving Quadratic Equations

R40-Solving Quadratic Equations with Complex Roots

Level S

S01-Multiplying and Dividing Complex Numbers
S02-Multiplying Rational (Fractional) Expressions
S03-Angle Sum and Difference, Double Angle and Half Angle Formulas
S04-Powers of i
S05-Scale Drawing
S06-Sequences
S07-Permutations and Combinations
S08-Length of a Line Segment - Distance
S09-Linear - Quadratic Systems
S10-Area of Triangle Using Trigonometry
S11-Arithmetic and Geometric Sequences and Series
S12-Binomial Probability
S13-Adding and Subtracting Rational (Fractional) Expressions
S14-Trigonometric Equations
S15-Theoretical and Empirical Probabilities
S16-Evaluating Rational (Fractional) Exponents
S17-Trigonometric Word Problems
S18-Working with Right Triangles
S19-Graphs Dealing with Sine and Cosine
S20-Graphs Dealing with Tangent, Cotangent, Secant, Cosecant
S21-Nature of Roots - Sum and Product
S22-Normal Distribution and Standard Deviation
S23-Exponential Functions
S24-Absolute Value Inequalities
S25-Logarithmic Functions
S26-Cosine: Find the value of x
S27-Direct and Inverse Variation
S28-Absolute Value Equations
S29-Functions - Domain and One-to-one, Onto
S30-Problems Involving AND & OR
S31-Graphing Complex Numbers
S32-Division of Rational (Fractional) Expressions
S33-CoFunctions
S34-Logarithmic Equations
S35-Logarithmic Expressions
S36-Inverse Functions
S37-Reference Angles and Triangles
S38-Rational Equations
S39-Exponential Expressions and Equations
S40-The Discriminant

Level T

T01-Law of Cosines
T02-Recursive Sequences
T03-Rational (Fractional) Exponents
T04-Special Right Triangles (Geometry emphasis)
T05-Graphically Represent the Inverse of a Function
T06-Special Right Triangles (Trigonometry emphasis)
T07-Law of Sines
T08-Simplifying Rational (Fractional) Expressions
T09-Simplifying Complex Fractions/Expressions
T10-Graphs of Polynomial Equations of Higher Degree
T11-Imaginary Unit and Standard Complex Form
T12-Rational Inequalities
T13-Inverse Trigonometric Functions
T14-Equations of Circles
T15-Pythagorean Identities
T16-Quadratic Inequalities
T17-Positive, Negative and Zero Exponents
T18-Law of Sines and the Ambiguous Case
T19-Radical Equations
T20-Simplifying Square Roots with Negative Numbers
T21-Sigma Notation and Series
T22-Rationalizing Denominators with Radicals
T23-Regression Analysis
T24-Similar Polygons: Ratio of Perimeters & Areas
T25-Solving Combinations of Variations
T26-The Binomial Theorem
T27-Transformations with Functions
T28-Polynomial Equations of Higher Degree
T29-Graphs of Circles
T30-Solving Exponential Equations (lacking a common base)

Yes Class Reading Curriculum

	L1	L2	L3	L4	L5 & L6
Overview	Students study sight word flash cards with corresponding pictures. This will help develop phonic awareness, tracking, order of two and three isolated phonemes, etc...	Students learn to identify sight words and unscramble letters. Students are also taught the basics of vowels, consonants and word building.	Students are taught the more technical aspects of word formation. Vowels are explained in more detail and students expand their knowledge of general vocabulary.	Students are introduced to short stories. Level 4 begins with short stories that work to incrementally develop student's reading comprehension ability.	The reading stories in Level 5 and 6 contain more challenging vocabulary words and demand greater reading comprehension ability and critical thinking skills to answer questions.

	L1	L2	L3	L4	L5 & L6
1–20	Flash cards contains basic sight words, and gradually increase in complexity as the student progresses through the booklets. There are empty spaces within the flash cards for the student to practice writing the words.	Sight word identification practices. / Students associate different pictures from a list of words. / Given a picture, students learn to unscramble alphabets to form a word.	Beginning and middle portions of common words are taught / Students learn how to pronunciate short words incrementally. / Ending consonants of common words are also explored. / At this stage, students will have a sound foundation of word formation.	Level 4 begins with short stories that seek to develop student's concept of sentence structures and comprehension. / Students answer basic reading comprehension questions. / As the student's reading skills and comprehension abilities develop, the stories become progressively more challenging to read. The questions require more reasoning and thinking.	The readings become longer and more challenging. / Students learn additional concepts such as nouns, verbs, etc. / Questions ask for more specific details and require more advanced comprehension ability to answer.

Yes Class Reading Curriculum

	L7 & L8	L9	L10 & 11	L12
Overview	Students read grade level fiction, non function and informational texts or excerpts. Students explore reading comprehension by answering multiple choice questions, short answer questions and other exercises designed to aid in developing analytical and comprehension skills.	The reading comprehension stories in Level 9 now span multiple pages and become more challenging to read and comprehend.	Level 10 & 11 explores the more technical aspects of reading comprehension such as setting, identifying literary devices, etc. Students must also be able to think critically and are expected to answer more challenging open ended questions in a well organized and persuasive manner.	Students widen their understanding of more advanced concepts of literature, such as plot, setting, irony, etc.

#	L7 & L8	L9	L10 & 11	L12
1–20	Informational texts make up a fair portion of Levels 7 and 8. These texts encompass topics such as historical events, figures, etc. A variety of questions are used to foster development of the student's reading abilities, comprehension abilities and analytical abilities as well as improve the student's general mastery of the English Language.	Stories introduce more abstract concepts that require a higher degree of literary mastery to comprehend and analyze. The following comprehension questions require the students to perform a thorough analysis of the text as well as have a complete understanding of the story.	The reading comprehension questions require students to understand the names and uses of various literary devices used by the author. Greater emphasis is placed on having the student answer short response questions in a well organized and persuasive manner. Students at this stage have developed a greater sensitivity to the author's use of descriptive language. Students are expected to answer increasingly more concise questions regarding the author's story. Summary exercises help students to quickly focus on and pick out specific points within the text.	Open ended questions require the student to perform a thorough analysis of the literary text and require a solid knowledge of advanced literary concepts. Students are asked more specific comprehension questions. Others require the student to use creativity to, for example, create their own title for the story.

Yes Class Reading Curriculum

	L13 & L14	L15 & L16	L17 & L18 & L19
Overview	The reading stories span multiple booklets coming in two to three separate parts. Students are expected to understand and generalize the entire story as various comprehension questions based off of the literary work is asked.	Levels 15 and 16 ask the students to "read between the lines" to gain comprehension behind the deeper meaning of the presented text. Students are asked to identify symbolic motifs, meanings, and etc.	The final three levels in the Yes Class Writing Curriculum combines all that the student has learned. The text is difficult to read with many abstract concepts, challenging new vocabulary and requires a good mastery of the English language to comprehend.

1		Students are asked to identify advanced literary concepts such as symbolism, personification, etc.	The stories presented in the final three levels of the Yes Class Writing Program is difficult in nature.

The reading comprehension stories span multiple books and involves the use of many literary devices that the student must decipher to understand.

"When Fritz landed his kayak on the beach, the survivor was not sure whether it was safe to come out of the bushes or not. Fritz waited a long while, and the survivor saw that he had no spears or other weapons."

"After a while, Fritz noticed a figure slowly creeping onto the beach, ready to run away if he turned out to be dangerous. It was a girl! When she realized it was safe to come to Fritz, they are both overjoyed. He told her all about his family and the wonderful home they had made. She longed to join them, but she felt very shy, as she had not seen people for so long. She was worried about being the only girl among four boys, so the two of them made a plan. Fritz would go back and get some of his clothes for her, and they would disguise her as a boy. Once she was used to being with them all, then she could tell them she was a girl."

"The family thought they had a new son to live among them. He had to work just as hard as everyone else and was expected to join in the rough games the boys played. Their mother wished Fritz had found a girl as well as a boy, for she missed having a female friend, but she liked their new friend very much. How surprised everyone was when one day their friend told them she was really a girl named Penny, and she wanted Mrs. Robinson to help her make a dress!"

"One day, the thing they had always hoped for happened. A ship appeared on the horizon. Quickly, they lit a huge fire to make lots of smoke and raced up the hill to blast the cannon they had hauled up there."

"The crew on the ship heard the canon blast and looked around with their telescopes to see from where the noise had come. They spotted the smoke from the fire, and turned their ship toward the island. The Robinson family stood together, watching the ship coming closer and closer. Their hearts were filled with all kinds of different feelings."

"At last they could return to normal life," explained Jesse's father. "They would be able to see relatives and friends again, but their hearts were feeling sad about leaving the island. They had come to love it, and they really enjoyed life there. As they all stood and watched the ship come closer, each person had to make a decision."

"That must have been so difficult for them," said Jess slowly. "I would have wanted to stay on the island." "The Captain and his crew had thought they would find wild, dirty, starving survivors dressed in rags, and they put together bags of food to give to them. However, the Captain and his men were so surprised when they saw how healthy the survivors were. Then they were amazed at all that the family had done on the island. They loved the beautiful farm and were astonished at all the things the Robinsons had learned how to make. Instead

Students at this stage will have mastered most of the advanced literary devices as well as have developed a strong skillset of reading comprehension to move onto more advanced text.

1. The author writes, "The bullets sounded like rustling silk, or like humming-birds on a warm summer's day, or like the wind as it is imitated on the stage of a theatre". Which of the following literary devices is this example of?

    A   symbolism

    B   onomatopoeia

    C   simile

    D   personification

2. Describing bullets, the author writes they, "I made one the blind man in a game of blind-man's-buff. Which of the following literary devices is this example of?

    A   symbolism

    B   onomatopoeia

    C   simile

    D   metaphor

Students answering questions in Level 15 and above must be able to detect the various nuances of the author's writing as well as discern the correct meaning of a word from a list of very similar definitions.

Going yesterday to dine with an old acquaintance, I had the misfortune to find his whole family very much dejected. Upon asking him the occasion of it, he told me that his wife had dreamt a very strange dream the night before, which they were afraid portended some misfortune to themselves or to their children. At her coming into the room, I observed a settled melancholy in her countenance, which I should have been troubled for, had I not heard from whence it proceeded. They all appeared as though the world were about to cease existing. We were no sooner sat down, but after having looked upon me a little while, "My dear," says she, turning to her husband," you may now see the stranger that was in the candle last night."

Soon after this, as they began to talk of family affairs, a little boy at the lower end of the table told her that he was to go into join-hand on Thursday. "Thursday!" says she. "No, child, tell your writing master that Friday will be soon enough."

I was reflecting with myself on the oddness of her fancy, and wondering that anybody would establish it as a rule, to lose a day in every week. In the midst of my musings, she desired me to reach her a little salt upon the point of my knife, which I did in such a trepidation and hurry of obedience that I let it drop by the way; at which she immediately startled, and said it fell towards her. Upon this I looked very blank, and observing the concern of the whole table, began to consider myself, with some confusion, as a person that had brought a disaster upon the family. The lady, however, recovering herself after a little space, said to her husband with a sigh, "My dear, misfortunes never come single."

My friend, I found, acted but an under part at his table and, being a man of more good-nature than understanding, thinks himself obliged to fall in with all the passions and humors of his yoke-fellow. "Do not you remember, child," says she, "that the pigeon-house fell the very afternoon that our careless servant spilt the salt upon the table?"--"Yes," says he, "my dear; and the next post brought us an account of the battle of Almanza." The reader may guess at the figure I made, after having done all this mischief.

I dispatched my dinner as soon as I could, with my usual taciturnity; when, to my utter confusion, the lady seeing me quitting my knife and fork, and laying them across one another upon my plate, desired me that I would humor her so far as to take them out of that figure and place them side by side. What the absurdity was that I had committed I did not know, but I suppose there was some traditional superstition in it. Therefore, in obedience to the lady of the house, I disposed of my knife and fork in two parallel lines, which is the figure I shall always lay them in for the future, though I do not know any reason for it.

A culmination of combined literary knowledge gained from completing the previous levels are essential in answering the more challenging questions now presented.

6. The author writes, "What the absurdity was that I had committed I did not know". Which of the following choices is the best definition of absurdity in this context?

    A   ridiculous idea

    B   ridiculous action

    C   harmful idea

    D   harmful action

Yes Class Writing Curriculum

	A	B	C	D	E	F
Overview	Students are familiarized with the alphabet. Lower case and upper case alphabet writing is practiced as well as short words.	Students are introduced to writing and reading sight words as well as simple sentences.	Students are introduced to words in increasing difficulty and complexity. Sentence writing is developed further.	Students begin to learn four to eight letter words. This level contains more difficult writing problems as well as picture based short essay prompts	Students are introduced to another set of words in increasing difficulty and complexity. Essay writing and reading is emphasized.	Students continue to learn new vocabulary words. Greater emphasis is placed on sentence formation problems and more complex writing prompts.

	A	B	C	D	E	F
1	Students learn recognition of alphabet as well as matching words.	Students learn how to write and read sight words. Continuous practicing of writing words aids in developing good writing habits, neat handwriting as well as a sound foundation of sight words.	Students learn how to complete short phrases in conversations	Students learn words in increasing difficulty and complexity. Students are asked to write sentences around new vocabulary words they have learned.	Writing practice is continued to develop good writing habits and neat handwriting.	Students learn to order words in alphabetical order.
2						
3	Students learn how to write lower case and upper case alphabet.					Alphabetize 1) house 2) grind 3) give
4						
5						
6						
7						
8		Students are introduced to plural forms as well as association of pictures and words.			Newly learned vocabulary words are used in sentences.
9		Complete the word exercises aid in developing understanding of word formation.		Picture based questions as well as essay prompts are introduced.	More difficult word recognition, formation and sentence formation problems are introduced. Story writing based on pictures is introduced.	The imposing castle is now a _____ hotel. A. grandmother B. jog C. grand D. goes
10						
11						
12	Students also learn how to complete and write short, three and four letter words.	8) ea_ w z g t				Students work on unscrambling jumbled sentences to learn the structural forms of sentence creation.
13			Students learn how to form sentences. Word unscrambling, question answering and sentence completion practices help to develop a strong foundation for writing sentences.			
14						
15		Students learn sentence formation with sight words.				with a horns a farm goat small animal is
16				Students are asked to read web-books and prepare book reports.		
17	A comprehensive review of upper and lower case alphabet writing. Muscle memory is developed and good writing skills are practiced.	Sentence writing is introduced.	Look, unscramble, and write. mlik / eth / ocsw	**Where** did the book take place? **When** did the book take place?	At the end of Level E, students should have a solid foundation of word recognition, sentence writing, and essay and story writing.	Essay writing becomes more emphasized as prompts become increasingly difficult and complex. Students should be comfortable with essay writing at this point.
18						
19		I am Thirsty.				
20						

Yes Class Writing Curriculum

	G	H	I	J	K	L
Overview	New vocabulary words and definitions are continuously studied. Essay prompts and creative writing is emphasized.	Level H continues to develop students' increasing vocabulary bank, reading analysis ability and better writing skills.	Vocabulary words are explored further. Students are now asked for synonyms, antonyms, etc. Essay writing and reading skills are continuously explored.	Level J continues incremental development of vocabulary, writing skills and reading skills. Parts of speech is introduced.	Parts of speech study is continued. More challenging vocabulary words are studied and new essay prompts are introduced.	Students are asked to work on increasingly challenging and complex essay prompts that require the students to use their cumulative knowledge of vocabulary and essay writing skills.

Row markers (left column): 1–20

Column G
Students are encouraged to draw and use creative writing to answer questions.

Good Manners
You need to use good manners in many places: school, home, restaurants, and stores. In box 1 draw a picture of a child using good manners. In box 2 draw a child not using good manners.

The first child is using good manners by _____
The second child is not using good manners because _____
Good manners are important because _____

Students learn the basics of proper essay writing format.

Polly flew over the pond.
She saw a playground.
Identify what Polly is flying over and describe what she sees in the space provided below.
_____

Writing prompts at this level invokes the student to think creatively, write descriptively and helps develop a strong and sound foundation in essay writing. Students are also encouraged to use newly learned vocabulary words in writing their essays.

Column H
A variety of vocabulary learning problems are presented to prevent monotonous repetition and frustration.

1) grabbed
2) grace
3) goldfish
4) grain

☐ My pet _____ swims in a fishbowl.
☐ He used a dab of sticky _____ to fix the toy.
☐ Use a nail to _____ the painting on the wall.

Vocabulary memorization problems are diverse ranging from crosswords, complete the sentences and more!

Essay prompts are designed to develop creative writing skills and proper essay writing habits for later years.

Question: If you could be any age, which age would you be? Why?

Column I
Book reports in Level I ask more detailed questions regarding the story and asks students to apply vocabulary words they have learned to the book report.

Write a summary about what the book.

What was the moral or lesson of the story?

New Words That I Learned | Definition
1. _____
2. _____
3. _____
4. _____
5. _____

Use each word in a new sentence.
1. _____
2. _____
3. _____
4. _____

Level I continues to incrementally develop writing skills, reading skills, vocabulary and literary creativity.

Column J
Students learn to identify correct parts of speech in sentences.

Did you mention our idea to the teacher?
A. noun   B. adjective
C. preposition   D. verb

That donut has jelly in the middle.
A. verb   B. noun
C. adjective   D. abbreviation

Students are asked to write essays using a word bank of vocabulary words. This helps to develop proper use of vocabulary words as well as aid in learning new vocabulary.

Word Bank
mention   middle   midnight
mouth   narrate   narrow
naughty   newspaper

Write a paragraph using every word in the list.
_____

Book reports are continued in Level E. Essay prompts asks students more challenging questions that require creative thinking and complex sentence formation abilities.

Column K
Increasingly challenging vocabulary words are studied in Level K. These problems are presented in different formats to aid in long term memorization of difficult concepts.

state of strife or battle; the battle itself
A. border
B. conflict
C. rehearse
D. shallow

wrapped tightly
A. honor
B. rehearse
C. bound

Students continue to study more challenging portions of parts of speech

The shallow water only came up to my ankles.
A. verb   B. contraction
C. adjective   D. noun

The opposing groups resolved their conflict by reaching an agreement.
A. adjective   B. interjection
C. noun   D. verb

A man of honor always keeps his word.
A. noun   B. adjective
C. conjunction   D. verb

Essay prompts asks students to perform reading comprehension to answer the question.

Column L
Essay prompts asks students to use descriptive writing, story writing, poem writing, etc.

Look at the photo above. It is an animal. What do you see? What emotions do you feel when you see this animal?

Study the photo and tell a story to go with the picture. Use descriptive words. Describe it in such a way that a person who has never seen this animal can imagine what it looks like. Then write a short story or a poem about the animal.

Crocodiles spend time on land and in water. They use lungs to breathe. They have thick, scaly skin. Their body temperature does not stay the same like yours does. Instead, it changes with the temperature of the air and water around them. If it is too hot, these reptiles seek cool, shady places. Describe a crocodile's skin in the space provided below.

Essay prompts at this level requires students to use what they have learned in the previous levels to write an effective, convincing, creative and descriptive essay of high quality and proper format.

Question: Write about the state that you live in. What makes your state special?
_____

Book Reports are continued.

Yes Class Writing Curriculum

	M	N & O	P	Q	R & S
Overview	Students learn and interact challenging vocabulary words. More emphasis is placed on picture less essay prompts.	Vocabulary is explored in new methods starting with Level N. Essay sample texts become more challenging to interpret.	Students continue to learn new and challenging vocabulary words. Essay prompts asks students to write increasingly elaborate and complex essays.	High level vocabulary words are studied beginning Level Q. Essays ask increasingly subjective questions that require critical thinking, descriptive abilities and a good command of the English Language	The final two levels of the Yes Class Writing Program expects students to use all of the essay writing skills they have learned to write properly formatted essays concerning persuasion, agreement or disagreement, etc. Advanced literary concepts such as foreshadowing, personification, etc., are explored.

Level M (rows 1–20): Synonym, antonym, fill in the blank, and picking correct word problems are used to help develop vocabulary skills.

Pick the word that fits this definition: to work hard or toil
A. labor   B. personal
C. motor   D. human

Pick the antonym for uglier
A. scurry   B. prettier
C. motor   D. unfolding

Pick the synonym for run
A. scurry   B. human
C. motor   D. prettier

Fill in the blank: The engine of the car is its _____.
A. reason   B. human
C. scurry   D. motor

Essays prompts are focused around blocks of text. Prompts may include questions regarding analysis of text or a creatively written description of an event, or object.

The Second Little Pig

The second little pig decided to build his house out of sticks. Just as he finished the roof, his little brother blew in. The little pig **trembled** as he told his brother about the wolf.

"Don't worry, little brother," said the second little pig. "Sticks are stronger than straw. Let's go inside for some peppermint tea."

The pigs were deep in conversation when they heard an angry knock on the door.

Predict what you think is going to happen next.

Book reports are continued.

Level N & O (rows 1–20): Vocabulary is continued to be explored in different methods.

poultry	profit	positive
private	promise	predict
prefer	preference	

Write the vocabulary word that matches each definition.
1) _____ a bird used as food
2) _____ amount of money earned above what was spent
3) _____ capable of happening or existing
4) _____ with no possibility of doubt

Parts of speech study continues. More challenging concepts such as interjections, slang, prepositions and articles are explored.

I made a good **profit** on my investment.
A. noun   B. adjective
C. verb   D. preposition

I can foresee events and **predict** the future.
A. noun   B. adjective
C. verb   D. conjunction

It is not **possible** to walk through walls.
A. adjective   B. noun
C. interjection   D. verb

Essay texts are more challenging to interpret.

Chameleons are lizards that can change color to hide. When the air gets warmer or colder, their skin changes color. They even change color to show how they feel. Chameleons catch insects with their long tongues, which can be twice as long as their bodies. Chameleons can point each of their eyes in a different direction at the same time to help them see all around them. When they spot an insect they want to eat, chameleons focus both of their eyes forward to help them aim their tongues.

In your own words, describe a Chameleon.

Level P (rows 1–20): Students are asked to write paragraphs based on different vocabulary words they have learned.

Word Bank

height	heavily	gaseous
genuine	graduate	grocery
handkerchief	hearty	

Write a paragraph using every word in the list.

Creative essay prompts ask for more elaborate essays and the student receives more space to write stories, descriptions, etc.

You hear a yell from your room on the second floor but you thought you were home alone...

More subjective concepts such as Point of View and stances are explored in Level P essay prompts.

Three days after leaving Southampton, the *Titanic* was well into the North Atlantic. This area was known for icebergs, and the ship's workers were responsible for watching out for these dangerous chunks of floating ice.

That Sunday evening the sea was calm. No white-capped waves crashed against the rugged icebergs, which would have made the ice easier to spot. Also, the night was **ominously** dark and cloudless. No moon shone over the still, open waters.

Then, at 11:40 PM, the crew and other passengers felt a jarring thud against the side of the ship. The *Titanic* had struck an iceberg. No one panicked, though, because they believed the *Titanic* was unsinkable.

One person on board knew differently.

Explain why you think the one person thought the Titanic was not unsinkable.

Level Q (rows 1–20): Parts of speech study continues. Essay prompts requires the student to think subjectively, critically and persuasively. Students are expected to write longer essays exceeding a page.

That Harris made her so mad! He told her to leave science fiction to boys; she should write stories about lost kittens, pink princesses, and wild horses. Miranda knew some girls who liked that romantic stuff, but it made her want to throw up. Still, Harris was right about getting exercise, so she **reluctantly** put aside her writing and rode her bike to the library. She checked out *an odd number of books by Ursula K. Le Guin*—"a female sci-fi writer, thank you!" she said aloud to Harris, though Harris wasn't anywhere around.

Miranda looked at her list of authors and now planned to read *more books by female sci-fi writers*. Plus, she figured that an odd number would be a good idea because odd was sort of weird, and she felt a weird story brewing inside of her.

Explain why you think sci-fi section is mainly male dominated.

Students are expected to use proper essay formatting and display a good command of the English Language. Essay prompts asks creative and subjective questions such as "how do you think the world is like in 500 years?" or "they say money can buy everything. Agree or disagree."

Level R & S (rows 1–20): Vocabulary, parts of speech and book reports are continued to be explored in Levels R and S.

Students of Level R and S are expected to write correctly formatted essays regarding complex and difficult topics.

Sample Prompt: A few decades ago, many families had half a dozen or more children. Nowadays, more and more families are choosing to have only one or two children. Are smaller families better than larger ones? Why or why not? State your position and support it with specific reasons and examples.

Prompt: Foreshadowing is when the author gives hints to the reader about what is going to take place later in the work. Using a piece of literature that you are familiar with, explain how the author uses foreshadowing and how the use of foreshadowing added to the plot.

Reading comprehension essays requires students to analyze complex pieces of text and provide a good literary analysis of the topic at hand.

By this time, radios had become standard equipment in automobiles as well. Teenagers lucky enough to get permission to borrow the family car, or to have a car of their own, drove to diners, drive-in movie theaters, beaches, and other places. These places became known as teenage **hangouts**. They played rock 'n' roll songs on their radios for everyone to hear.

The radio was also an inexpensive way to market records. As more teenagers heard songs on the radio, the more they liked them. They would go out to record stores and buy records they heard on the radio. As a result, record companies started paying radio stations to play the records that they most wanted to sell. Alan Freed, who dubbed the name rock 'n' roll, was a disc jockey at one of these radio stations.

Explain how radios spread interest in rock n' roll music.