SECTION d

Curriculum

K-ELA Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Identify characters; Identify settings; identify major events; identify problem and solution	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Fairy tales, nursery rhymes, Reading A-Z	identify, characters, setting/place, time, problem, solution, conclusion, events, happened	Cut/paste, oral/checklist, Reading A-Z test (illustrated), Readworks
Connect individuals and events; describe main ideas in a text; distinguish what is an important piece of information; know what an event is; link people and their ideas; tell who is doing what in a piece of text	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Nonfiction books and articles, Reading A-Z	support, individual, events, ideas, information, connection, cause, happen	
Foundational Skills					
Follow print form left to right and top to bottom; track each word across the page; track print across several pages	RF.K.1a	Follow words from left to right, top to bottom, and page by page.	Reading A-Z books, big books	direction, left, right, top, bottom, page, print, word(s), sentence	One on one demonstration, Paper/pencil small group
Distinguish words from letters or groups of letters; recognize the relationship between letters and sounds; know that the print (not the picture); represents written language	RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	Reading A-Z, letter cards, sentence strips	print, text, information, words, sentence	
Speaking and Listening					
Know that when talking there are rules that we follow such as, not interrupting when another person is speaking; know that when listening to someone, we need to look at them; know that when we are listening to someone, we need to respond about the same thing	SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Reading A-Z, picture books, YouTube videos	conversation, partner, take turns, listen carefully, interrupting, inside voice	Checklist, one on one, Readworks (own rubric)
Use descriptive words; understand what an event is; recognize that a place can be a building, city, space, or location; know and use positional words; know and use sensory words	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Reading A-Z, picture books, YouTube videos, Readworks	people, community workers, places, things, animalls, describe, events, happened	
Language					
Group objects by colors, sizes, shape; sort given objects into groups; sort pictures into categories and label the categories; understand what an opposite is; distinguish written messages	L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Reading A-Z, picture books, YouTube videos	describing, group, sort, difference	Demonstration, cut & paste, Paper/Pencil from common assessments, Checklist, one on one
	L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).			
Know how to sustain a conversation; know the rules of speaking with others; talking about ideas or events in a story; responding to ideas they have heard or read about; respond in sentences or phrases; use new vocabulary in converstions about what you have learned or read	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Various read alouds (fiction and non-fiction); Reading A-Z	respond, talk, vocabulary, conversation, ideas	

K-ELA Curriculum Map 2019-2020

QUARTER 2

Reading

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Recognize that there are different purposes for writing; understand that writing is formatteed in diffent ways; know the elements of a story; know the elements of poems; recognize common genres- fable, narrative, fairytale, poem, rhyme, counting books, alphabet books	**RL.K.5**	**Recognize common types of texts (e.g., storybooks, poems).**	Various books, Reading A-Z	fiction, story, poem, fable, narrative, purpose, information, text, storybooks, rhyme, recognize	Common core literacy assessment
Identify the name of the author; identify the name of the illustrator; tell what the author does; tell what the illustrator does	**RL.K.6**	**With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**	Various picture books, Reading A-Z	author, illustrator, illustration, drawing, written by, illustrated by, book, story, name, front cover, title page	
Recognize what an illustration is (e.g. picture, photo, drawing, sketch); understand and follow the story's events and plots; know that the illustrations help you understand more about the story, its characters, and the plot; connect the point of the story with the illustration	**RL.K.7**	**With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).**	Various picture books, Reading A-Z	illustration, illustrator, drawing, picture, story, tell, happening, character	
Know that compare means looking for things that are alike or the same; know that contrast means looking for differences; know that adventures are a series of events that make up a story; understand that an experience can be part of an adventure or plot; understand the who of the story; understand the what of the story; identify similiarities and differences in the adventures of characters	**RL.K.9**	**With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.**	Various picture books, Reading A-Z	character, story, adventures, experiences, compare, contrast, similar, different	
Identify the front cover; identify the back cover; identify the title page	**RI.K.5**	**Identify the front cover, back cover, and title page of a book.**	various picture books	front, back, identify, title, book, page, cover, different	
Identify the name of the author; identify the name of the illustrator; define the role of the author; define the role of the illustrator; analyze how the author presents information or ideas; analyze how the illustrations present information or ideas	**RI.K.6**	**Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**	various picture books	written by, illustrated by, drawings, identify, book, ideas, information, author, illustrator	
Recognize what an illustration is (e.g. picture, photo, drawing, sketch); understand and follow the information in the text; know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about; with help, connect the illustration with the message	**RI.K.7**	**With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).**	Various picture books, Reading A-Z	illustration, describe, relationship, text, person, place, idea, thing, depicts, shows	

Know that an author writes to share what they think; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.K.8**	**With prompting and support, identify the reasons an author gives to support points in a text.**	Various picture books, Reading A-Z	reasons, author, explains, tells, writing, text, support, points	
Understand texts; state what the text is about; identify the similarities and difference in two texts; tell how the illustrations, description or procedures are the same or different	**RI.K.9**	**With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**	Various picture books, Reading A-Z books	picture, illustrations, procedure, steps, first, then, next, text, topic, differences, similarities, same	
Foundational Skills					
Distinguish words from letters or groups of letters; recognize the relationship between letters and sounds; know that the print, not the picture, represents written language	**RF.K.1b**	**Recognize that spoken words are represented in written language by specific sequences of letters.**	big books, Reading A-Z, letter cards	print, text, information, words, sentence	Common core literacy assessment, DRA/MLPP, Common core literacy assessment
Identify, recognize, and name all uppercase and lowercase letters	**RF.K.1d**	**Recognize and name all upper- and lowercase letters of the alphabet.**	Alphabet, letter cards, picture cards	uppercase, lowercase, letters, matching, recognize, point, read, capital, alphabet, ABC's	
Writing					
Draw a picture; know that a story tells about something that happened; understand that ideas can be conveyed through writing, drawing pictures or telling; make a choice and give reasons for that choice; understand that letters and the sounds that they make can be written; understand that a title is the name of a book; give the name of the books when writing about that book	**W.K.1**	**Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).**	Writing journals, Writing City	draw, tell, writing, favorite, book title, sentence frame, sentence starter, reason, like, dislike, opinion	One on one, common core list doc
Speaking and Listening					
Know that when talking there are rules that we follow such as, not interrupting when another person is speaking; know that when listening to someone, we need to look at them; know that when we are listening to someone, we need to respond about the same thing	**SL.K.1**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**	Reading A-Z, picture books, YouTube videos	conversation, partner, take turns, listen carefully, interrupting, inside voice	Checklist from common core list, one on one
	SL.K.1a	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**			
Have a basic understanding of what is being said; ask and answer questions; recognize that their understanding is not complete; ask for additional information	**SL.K.3**	**Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**	Reading A-Z, picture books, YouTube videos	ask, answer, question, information, more, understand, excuse me	
Talk to the audience; speak loudly without yelling; plan what they will say; use words like happy, unhappy, like, dislike, to express their feelings; choose one or two ideas to talk about; stay on the chosen topic	**SL.K.6**	**Speak audibly and express thoughts, feelings, and ideas clearly.**	Reading A-Z, picture books, YouTube videos, Restorative circles	audience, topic, share, talk, loudly, speaking, hear, think	
Language					
Be able to recognize upper and lowercase letters; correctly form upper and lowercase letters; know that nouns are words that name	**L.K.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	Alphabet chart, anchor charts, letter cards, sentence strips	uppercase, lowercase, capital, letters, nouns, verb, plural, singular,	Common core literacy assessment
	L.K.1a	**Print many upper- and lowercase letters.**			

people, places, things, and ideas; know that verbs describe actions; know that many singular nouns can become plurals by adding s or es; form questions using who, what, where, when, why and how; know that the position of objects can be described by using words like to, from, in on, etc.; know how to speak in complete sentences; know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in	**L.K.1b**	**Use frequently occurring nouns and verbs.**		sentence, who, what, when, where, why, how	
	L.K.1e	**Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).**			
	L.K.1f	**Produce and expand complete sentences in shared language activities.**			
Name the period, question mark, and exclamation point; know when to use a period, question mark, or exclamation point in writing; know that a sentence begins with a capital letter; know that a sentence needs some type of ending punctuation	L.K.2a	Capitalize the first word in a sentence and the pronoun I.	Sentence strips, various texts	period, question mark, exclamation point, sentence, capitalize, uppercase, lowercase	
	L.K.2b	**Recognize and name end punctuation.**			
Recognize that a word in unknown; know many common and familiar words; know that some words have other meanings; use context and/or pictures to help determine a new meaning for a known word; know that parts can be added to a word to change its meaning; use the familiar and new meanings correctly	**L.K.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**	Various texts, Reading A-Z	determine, choose, meaning, familiar words	
	L.K.4a	**Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**			
Group objects by colors, sizes, shape; sort given objects into groups; sort pictures into categories and label the categories	**L.K.5**	**With guidance and support from adults, explore word relationships and nuances in word meanings.**	picture cards	group, sort, describing, difference	
	L.K.5a	**Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**			
	L.K.5d	**Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**			
Know how to sustain a conversation; know the rules of speaking with others; talking about ideas or events in a story; responding to ideas they have heard or read about; respond in sentences or phrases; use new vocabulary in converstions about what you have learned or read	**L.K.6**	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**	Various read alouds (fiction and non-fiction); Reading A-Z	respond, talk, vocabulary, conversation, ideas	

K-ELA Curriculum Map 2019-2020

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions; give details; listening for information	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Picture books, Reading A-Z	details, questions, ask, answer, text, information, where, know, partner	Checklists, one on one assessments, teacher created, Common Core assessments
Identify the main events of a story; retell the story; sequence/ order the events of the story; verbalize the basic elements (character, setting, problem, solution, ending); identify key details	RL.K.2	With prompting and support, retell familiar stories, including key details.	Picture books, Reading A-Z	retell, details, main events, story, problem, character, beginning, middle, end, resolution, solve, sequence	
Identify a word; ask a question; use cues such as visuals, phonics, and semantics to figure out unknown words	RL.K.4	Ask and answer questions about unknown words in a text.	Picture books, Reading A-Z	unknown word, answer, question, text	
Recognize that there are different purposes for writing; understand that writing is formatted in different ways; know the elements of a story; know the elements of poems; recognize common genres- fable, narrative, fairytale, poem, rhyme, counting books, alphabet books	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Various books, Reading A-Z	fiction, story, poem, fable, narrative, purpose, information, text, storybooks, rhyme, recognize	
Working with others in a group; listening intently; asking questions; making an assertion; taking turns	RL.K.10	Actively engage in group reading activities with purpose and understanding.	Various books, Reading A-Z	group, listen, pupose, understanding, books, activities, illustrations, events, content, predictions, text	
With P/S, know how to ask a question; with P/S, answer questions; Answer who, what, when, where, how many, and how questions; with P/S determine which details are important in a text and why	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	Various books, Reading A-Z, anchor charts	question, answer, important, detail, text	
Know what a topic is; determine the importance of particular topics in a text; identify the main topic; know how to retell information using key details	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Various books, Reading A-Z, anchor charts, t-chart graphic organizers	identify, main, topic, retell, key, details, text	
Be able to ask questions that can help solve an unknown word; recognize that a word is not known; be aware that there are strategies for solving unknown words; know that you can use clues to help solve unknown words ike picture clues, beginning letters, etc.	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Various books, Reading A-Z leveled readers, anchor charts, word wall	ask, answer, question, pictures, known, unknown, help, word(s), text	
Identify the front cover; identify the back cover; identify the title page	RI.K.5	Identify the front cover, back cover, and title page of a book.	various picture books, Reading A-Z leveled readers	front, back, identify, title, book, page, cover, different	
Work in groups; read with a purpose; understand what is read individually and by others; contribute to the group to help understand what is being read	RI.K.10	Actively engage in group reading activities with purpose and understanding.	various picture books, Reading A-Z leveled readers	working together, group, activities, purpose, understanding, partner, cooperate	
Foundational Skills					

Recognize space, between/around, and words	**RF.K.1c**	**Understand that words are separated by spaces in print.**	various picture books, Reading A-Z leveled readers	sentence, space, word, between, print, separated	Checklists, one on one assessments, MLPP, DRA
Understand that words are made of phonemes and syllables	**RF.K.2**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**	RLAC, Youtube videos, Elkonin boxes	words, syllables, sounds	
sound recognition; word ending; sameness/ difference of sounds; repetition; isolating the sounds at the end of a word	**RF.K.2a**	**Recognize and produce rhyming words.**	Nursery rhymes, Reading A-Z, poetry books, rhyming picture cards	sound, ending, rhyme, same, different	
Counting; reproducing sounds; sequence of sounds; blending sounds; segmenting sounds	**RF.K.2b**	**Count, pronounce, blend, and segment syllables in spoken words.**	RLAC, Youtube videos, Elkonin boxes	sound, count, first, last, blend, segment, take apart, repeat	
Blending sounds to form words; segmenting sounds; hearing onsets; hearing rimes; determining syllables in words	**RF.K.2c**	**Blend and segment onsets and rimes of single-syllable spoken words.**	RLAC, Youtube videos, Elkonin boxes	blend, segment, take apart, onset, syllables, parts	
Hear beginning and final sounds in three phoneme words; hear and pronounce the medial vowel sound in three-phoneme words	**RF.K.2d**	**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**	RLAC, Youtube videos, Elkonin boxes	sound, beginning, middle, vowel, identify, tell, hear, word, end	
Differentiate sounds; know that words are made up of sounds that are put together; sustain the sounds of letters until the next sound is added; put the different sounds together quickly	**RF.K.2e**	**Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**	RLAC, Youtube videos, Elkonin boxes	blend, sound, phoneme, whole word, parts, put together	
Produce sounds that correspond to a given letter; know the difference between vowels and consonants; hear the differences in words that sound alike such as van and pan; recall the sounds of two words and identify the differences	**RF.K.3a**	**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**	RLAC, Youtube videos, Elkonin boxes, Systematic Reading	sound, word, same, different, letter	
	RF.K.3d	**Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**			
Understand and use concepts of print and book handling skills; know that text has meaning and an author's message; use predictable patterns to read text, know and use corpusof words to make meaning of text; master high-frequency words with automaticity; know how punctuation works to help comprehension	**RF.K.4**	**Read emergent-reader texts with purpose and understanding.**	Various picture books; Reading A-Z leveled readers; Systematic Reading	purpose, author, expression, understanding, pupose, puctuation, period, message, story	
Writing					
Choose a topic to write about; organize ideas; use drawing about the topic to support the written ideas; use phonetic spelling to compose written text; use details about their topic in their writing	**W.K.2**	**Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**	Writing City, writing journals. word walls	inform, explain, write, details, tell about, compose, topic, name	Writing Benchmarks, Checklists
Generate a topic to write about; know how to take ideas from a graphic organizer or chart to write about; organize the writing so that it moves logically	**W.K.5**	**With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**	Writing City, writing journals. word walls	topic, focus, questions, suggestions, peers, writing, details, senses	
Be familiar with the computer keyboard; know how to use with help Powerpoint; know how to send a document to the printer; know how to navigate a computer toolbar; use a mouse; work with peers; know how to use the save function on the computer	**W.K.6**	**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Writing City, writing journals. computer lab	mouse, powerpoint, keyboard, typing, publishing, presenting, sharing, toolbar, font, writing, collaborate, produce	

Know that an opinion is not a fact; know that opinions can be expressed using terms such as love, like, dislike, etc.; give different reasons for their preference; have access to books/stories by the same author; know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books; know how to copy a title; know how to copy the author's name; use the title and author's name in the writing	**W.K.7**	**Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**	Writing City, writing journals. word walls, various books by the same author	reason, tell, explain, author's name, title, opinion, fact, like/dislike	
Retell/ recall key details; looking at multiple sources to gather information; draw conclusions from experiences to help answer a question; use multiple sources to come to an answer	**W.K.8**	**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**	Writing City, writing journals, word walls	recall, information, gather/collect, questions, sources, computer, books, magazines, experiences, remember	
Speaking and Listening					
Know that when talking there are rules that we follow such as, not interrupting when another person is speaking; know that when listening to someone, we need to look at them; know that when we are listening to someone, we need to respond about the same thing	**SL.K.1**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**	Reading A-Z, picture books, YouTube videos	conversation, partner, take turns, listen carefully, interrupting, inside voice	Checklists, one on one, rubrics
	SL.K.1a	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**			
	SL.K.1b	**Continue a conversation through multiple exchanges.**			
Understand the ideas presented in a text; listen with the intent to remember what is being said; look at a book and understand that illustration and words convey messages; understand that there are messages in videos, television programs, and pictures; recognize which details presented are key to the message; know that there are place a person can go to ask for help in understanding a message; know how to ask appropriate questions; answer questions to show that they understand	**SL.K.2**	**Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**	Reading A-Z, various picture books or text, Youtube videos	information, presented, ask, help, understanding, media	
Choose a topic to speak about; be able to use adjectives to describe a topic; draw a picture that shows what they are saying; use magazine pictures, drawings, or clip art to make posters to support what they are saying	**SL.K.5**	**Add drawings or other visual displays to descriptions as desired to provide additional detail.**	magazines	drawing, visual display, describe, description, topic, same, more, additional, details, describing words	
Language					
Use phonetic spelling when writing; understand the relationship between a letter and the sound it makes; be able to retrieve the appropriate letter when they identify a sound; be able to form the appropriate letter to represent the sound they hear	**L.K.2**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	RLAC, Reading A-Z books, Elknonin boxes, writing journals	letters, sound, hear, write, spell,	Writing Benchmarks, writing assignments, checklists, rubrics
	L.K.2c	**Write a letter or letters for most consonant and short-vowel sounds (phonemes).**			
	L.K.2d	**Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**			
Understand what an opposite is; know and use basic verbs and adjectives	**L.K.5b**	**Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).**	Reading A-Z books, word wall	describing, verb, adjective, opposite	

Know how to sustain a conversation; know the rules of speaking with others; talking about ideas or events in a story; responding to ideas they have heard or read about; respond in sentences or phrases; use new vocabulary in converstions about what you have learned or read	**L.K.6**	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**	Various read alouds (fiction and non-fiction); Reading A-Z	respond, talk, vocabulary, conversation, ideas	

K-ELA Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Reading					
Identify characters; Identify settings; identify major events; identify problem and solution	**RL.K.3**	**With prompting and support, identify characters, settings, and major events in a story.**	Picture books, Reading A-Z, Systematic Reading	details, questions, ask, answer, text, information, where, know, partner	Checklists, one on one assessments, teacher created, Common Core assessments
Identify a word; ask a question; use cues such as visuals, phonics, and semantics to figure out unknown words	**RL.K.4**	**Ask and answer questions about unknown words in a text.**	Picture books, Reading A-Z, Systematic Reading, word wall	unknown word, answer, question, text	
Working with others in a group; listening intently; asking questions; making an assertion; taking turns	RL.K.10	Actively engage in group reading activities with purpose and understanding.	Various books, Reading A-Z	group, listen, pupose, understanding, books, activities, illustrations, events, content, predictions, text	
Connect individuals and events; describe main ideas in a text; distinguish what is an important piece of information; know what an event is; link people and their ideas; tell who is doing what in a piece of text	**RI.K.3**	**With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**	Nonfiction books and articles, Reading A-Z	support, individual, events, ideas, information, connection, cause, happen	
Be able to ask questions that can help solve an unknown word; recognize that a word is not known; be aware that there are strategies for solving unknown words; know that you can use clues to help solve unknown words ike picture clues, beginning letters, etc.	**RI.K.4**	**With prompting and support, ask and answer questions about unknown words in a text.**	Various books, Reading A-Z leveled readers, anchor charts, word wall	ask, answer, question, pictures, known, unknown, help, word(s), text	
Know that an author writes to share what they think; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.K.8**	**With prompting and support, identify the reasons an author gives to support points in a text.**	Various picture books, Reading A-Z	reasons, author, explains, tells, writing, text, support, points	
Work in groups; read with a purpose; understand what is read individually and by others; contribute to the group to help understand what is being read	**RI.K.10**	**Actively engage in group reading activities with purpose and understanding.**	various picture books, Reading A-Z leveled readers	working together, group, activities, purpose, understanding, partner, cooperate	
Foundational Skills					
Recognize basic features of print such as reading from left to right.	**RF.K.1**	**Demonstrate understanding of the organization and basic features of print.**	various picture books, Reading A-Z leveled readers	print, left, right	Checklists, one on one assessments, MLPP, DRA
Recognize space, between/around, and words	**RF.K.1c**	**Understand that words are separated by spaces in print.**	various picture books, Reading A-Z leveled readers	sentence, space, word, between, print, separated	
Know the letters of the alphabet	**RF.K.1d**	**Recognize and name all upper- and lowercase letters of the alphabet.**	RLAC, Letter cards, YouTube videos	letters, uppercase, lowercase, capital	
sound recognition; word ending; sameness/ difference of sounds; repetition; isolating the sounds at the end of a word	**RF.K.2a**	**Recognize and produce rhyming words.**	Nursery rhymes, Reading A-Z, poetry books, rhyming picture cards	sound, ending, rhyme, same, different	
Counting; reproducing sounds; sequence of sounds; blending sounds; segmenting sounds	**RF.K.2b**	**Count, pronounce, blend, and segment syllables in spoken words.**	RLAC, Youtube videos, Elkonin boxes	sound, count, first, last, blend, segment, take apart, repeat	

Blending sounds to form words; segmenting sounds; hearing onsets; hearing rimes; determining syllables in words	**RF.K.2c**	**Blend and segment onsets and rimes of single-syllable spoken words.**	RLAC, Youtube videos, Elkonin boxes	blend, segment, take apart, onset, syllables, parts	
Hear beginning and final sounds in three phoneme words; hear and pronounce the medial vowel sound in three-phoneme words	**RF.K.2d**	**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**	RLAC, Youtube videos, Elkonin boxes	sound, beginning, middle, vowel, identify, tell, hear, word, end	
Differentiate sounds; know that words are made up of sounds that are put together; sustain the sounds of letters until the next sound is added; put the different sounds together quickly	**RF.K.2e**	**Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**	RLAC, Youtube videos, Elkonin boxes	blend, sound, phoneme, whole word, parts, put together	
Produce sound(s) that correspond to a give letter; track across a word and produce the corresponding sounds; know the difference between vowels and consonants; understand the vowels have long sounds and short sounds; hear and distinguish the differences between long and short vowel sounds; know a word to automaticity and recall it on sight; read high-frequency words that sound alike such as van and pan; recall te sounds of two words and identify the difference in the words	**RF.K.3**	**Know and apply grade-level phonics and word analysis skills in decoding words.**	RLAC, Youtube videos, Elkonin boxes, word wall	sound, word, same, different, letter, read, spell, vowels, sight words	
	RF.K.3a	**Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**			
	RF.K.3b	**Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**			
	RF.K.3c	**Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**			
	RF.K.3d	**Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**			
Understand and use concepts of print and book handling skills; know that text has meaning and an author's message; use predictable patterns to read text, know and use corpusof words to make meaning of text; master high-frequency words with automaticity; know how punctuation works to help comprehension	**RF.K.4**	**Read emergent-reader texts with purpose and understanding.**	Various picture books; Reading A-Z leveled readers; Systematic Reading	purpose, author, expression, understanding, pupose, puctuation, period, message, story	
Writing					
Choose a topic to write about; organize ideas; use drawing about the topic to support the written ideas; use phonetic spelling to compose written text; use details about their topic in their writing	**W.K.2**	**Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**	Writing City, writing journals. word walls	inform, explain, write, details, tell about, compose, topic, name	Writing Benchmarks, Writing assignments, rubrics, checklists
Draw a picture that tells a story; be able to talk about what has been drawn; know what an event is; know the who, what, when of the event; retell the event in the order that it happened; recall how they felt during the events	**W.K.3**	**Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**	Writing City, writing journals. word walls	combine, draw, retell, events, order, happen, reaction	
Generate a topic to write about; know how to take ideas from a graphic organizer or chart to write about; organize the writing so that it moves logically	**W.K.5**	**With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**	Writing City, writing journals. word walls	topic, focus, questions, suggestions, peers, writing, details, senses	
Be familiar with the computer keyboard; know how to use with help Powerpoint; know how to send a document to the printer; know how to navigate a computer toolbar; use a mouse; work with peers; know how to use the save function on the computer	**W.K.6**	**With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Writing City, writing journals. computer lab	mouse, powerpoint, keyboard, typing, publishing, presenting, sharing, toolbar, font, writing, collaborate, produce	

Know that an opinion is not a fact; know that opinions can be expressed using terms such as love, like, dislike, etc.; give different reasons for their preference; have access to books/stories by the same author; know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books; know how to copy a title; know how to copy the author's name; use the title and author's name in the writing	**W.K.7**	**Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**	Writing City, writing journals. word walls, various books by the same author	reason, tell, explain, author's name, title, opinion, fact, like/dislike	
Retell/ recall key details; looking at multiple sources to gather information; draw conclusions from experiences to help answer a question; use multiple sources to come to an answer	**W.K.8**	**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**	Writing City, writing journals, word walls	recall, information, gather/collect, questions, sources, computer, books, magazines, experiences, remember	
Speaking and Listening					
Know that when talking there are rules that we follow such as, not interrupting when another person is speaking; know that when listening to someone, we need to look at them; know that when we are listening to someone, we need to respond about the same thing	**SL.K.1**	**Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**	Reading A-Z, picture books, YouTube videos	conversation, partner, take turns, listen carefully, interrupting, inside voice	Checklists, rubrics, one on one assessment
	SL.K.1a	**Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).**			
Language					
Understand that there's English that we use in school	**L.K.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	Writing City, Teachers Pay Teachers	English, grammar	Writing Benchmarks, rubrics, checklists, teacher created tests
Be able to recognize and form upper and lowercase letters	**L.K.1a**	**Print many upper- and lowercase letters.**	Alphabet chart, letter cards, lined paper	uppercase, lowercase, capital, letters	
Know that nouns are words that name people, places, things, and ideas; know that many singular nouns can become plurals by adding s or es	**L.K.1c**	**Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).**	Reading A-Z books	nouns, singular, plural	
Form questions using who, what, where, when, why and how	**L.K.1d**	**Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).**	Reading A-Z books, various picture books, word wall	who, what, when, where, why, how	
Know how to speak in complete sentences; know that you can expand a sentece by adding adjectives and prepositional phrases	**L.K.1f**	**Produce and expand complete sentences in shared language activities.**	Reading A-Z books, various picture books, word wall	expanding, sentences	
	L.K.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**			
Know that a sentence begins with a capital letter; know and write a sentence	L.K.2a	Capitalize the first word in a sentence and the pronoun I.	Writing City, writing journals, word wall	capitalize	
Know when to use a period, question mark, or exclamation point in writing; know that a sentence needs some type of ending puctuation	**L.K.2b**	**Recognize and name end punctuation.**	Writing City, writing journals, word wall, various picture books	period, question mark, exclamation point, sentence	
Be able to retrieve the appropriate letter when they identify a sound; be able to form the appropriate letter to represent the sound they hear	**L.K.2d**	**Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**	Writing City, writing journals, word wall, various picture books	letters, sound, hear, write, spell	
Know many common and familiar words; know that some words have other meanings; use context and pictures to help determine a new meaning for a known wor	**L.K.4a**	**Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**	Reading A-Z books, various picture books, word wall	meaning, familiar words	

Recognize that a word in unknown; know that parts can be added to a word to change its meaning	**L.K.4b**	**Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**	Reading A-Z books, various picture books, word wall	meaning, unknown word	
Know how to sustain a conversation; know the rules of speaking with others; talking about ideas or events in a story; responding to ideas they have heard or read about; respond in sentences or phrases; use new vocabulary in converstions about what you have learned or read	**L.K.6**	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**	Various read alouds (fiction and non-fiction); Reading A-Z	respond, talk, vocabulary, conversation, ideas	

K-Science Curriculum Map 2019-2020

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Weather and Climate

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Students will develop a habit of becoming weather watchers who take pleasure in noticing weather patterns and predicting changes	SCI.K.PS3.1	Make observations to determine the effect of sunlight on Earth's surface	Mystery Science, Interactive Science, Brain Pop, Discovery Science, YouTube videos	observations, sunlight, Earth's suface, tools, design, structure, warming effect, area, weather, patterns, purpose, forecasting, prepare, respond, severe weather	Performance Task - keeping an ice cube from melting before the test cube. Teacher created
	SCI.K.PS3.2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area			
	SCI.K.ESS2.1	Use and share observations of local weather conditions to describe patterns over time			
	SCI.K.ESS3.2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather			

QUARTER 2

Forces and Interactions: Pushes and Pulls

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Students will develop their first concept of "force" and the idea that by playing with forces and thinking about them, we can accomplish surprisingly big things.	SCI.K.PS2.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	Mystery Science, Interactive Science, Brain Pop, Discovery Science, YouTube videos, Phenomenal Science	effects, strenghts, directions, pushes, pulls, motion, objects, design, solution, change, speed	Performance task - racing hot wheels cars Mystery assessment
	SCI.K.PS2.2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull			

Review: Weather and Climate

Students will develop a habit of becoming weather watchers who take pleasure in noticing weather patterns and predicting changes	SCI.K.ESS2.1	Use and share observations of local weather conditions to describe patterns over time	Mystery Science, Interactive Science, Brain Pop, Discovery Science	observations, local weather, patterns, purpose, weather, forecasting, prepare, respond, severe weather	Teacher created
	SCI.K.ESS3.2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather			

QUARTER 3

Engineering Design

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Define a problem, collect data and information, develop a solution, test the solution- the standards will be used with the Weather unit	SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Brain Pop, Discovery Science	questions, observations, information, data, problem, solution, develop, tool, improve, sketch, physical model, function, design, strengths, weaknesses	Performance task
	SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

Review: Weather and Climate

Students will develop a habit of becoming weather watchers who take pleasure in noticing weather patterns and predicting changes	SCI.K.ESS2.1	Use and share observations of local weather conditions to describe patterns over time	Mystery Science, Interactive Science, Brain Pop, Discovery Science	observations, local weather, patterns, purpose, weather, forecasting, prepare, respond, severe weather	Teacher created, mystery science
	SCI.K.ESS3.2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather			

QUARTER 4

Interdependent Relationships in Ecosystems: Animals, Plants, and their Environment

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Students will develop the concept that animals and plants need things in order to survive, and their lives are all about meeting those needs! It's the secret to why they do the many strange and wonderful things that they do! Knowing how they meet their needs can even help students	SCI.K.LS1.1	Use observations to describe patterns of what plants and animals (including humans) need to survive	Mystery Science, Interactive Science, Brain Pop, Discovery Science, YouTube videos, Phenomenal Science	observations, patterns, plants, animals, survive, evidence, change, environment, needs, relationship, impact, land, water, living things	Mystery science, teached created, Science Fair
	SCI.K.ESS2.2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs			
	SCI.K.ESS3.1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live			
	SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment			

K-Social Studies Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Use position and descriptive words to describe a location; describe how humans can impact the environment	K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books on maps	environmental directions, position words, significant locations, environment, human needs, wants	Teacher created - sorts, cut and paste, one on one - positional words
	K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)			
	K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).			
Introduce: Values and Principles of American Democracy					
Understand values and principles of American constitutional democracy.	K – C2.0.1	Identify our country's flag as an important symbol of the United States.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, books about citizenship	United States flag, rights, wants, fair, common good, safety, rules, decisions, voting,	MC3 assessment, teacher created,
	K – C2.0.2	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).			
	K – C2.0.3	Describe fair ways for groups to make decisions.			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	
Public Discourse and Decision Making					
Identify a classroom issue and choose a position to defend	K – P3.1.1	Identify classroom issues.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan	rules, responsibility, fairness,	Project on classroom issue, rubric
	K – P3.1.2	Use simple graphs to explain information about a classroom issue.			
	K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.			
	K – P3.3.1	Express a position on a classroom issue.			
Values and Principles of American Democracy					
Understand values and principles of American constitutional democracy.	K – C2.0.1	Identify our country's flag as an important symbol of the United States.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United	flag, voting, election, fair, common good, safety rules	Teacher created, MC3 assessment
	K – C2.0.2	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).			

	K – C2.0.3	Describe fair ways for groups to make decisions.	Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books about citizenship		
Citizenship in the United States					
Identify ways to be responsible at home and at school.	K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)	MI Open Book Project, Chapter 2, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books about citizenship	responsible, respect, chores, independent	Teacher created
Introduce: The Market Economy					
Gain background knowledge on economics- wants, needs, goods, services, and trade	K – E1.0.1	Describe economic wants they have experienced.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books on maps	needs, wants, goods, services, trade, barter	Teacher created
	K – E1.0.2	Distinguish between goods and services.			
	K – E1.0.3	Recognize situations in which people trade.			
Introduce: Living and Working Together in Families and Communities, Now and Long Ago					
Gain background knowledge on how people learn about the past (i.e. when students were babies)	K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books about history	Native Americans, pilgrims, artifacts, diaries,Thanksgiving,	Teacher created, MC3 assessment
QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	
The Market Economy					
Distinguish between a need and a want, a good and a service and describe how trading works	K – E1.0.1	Describe economic wants they have experienced.	MI Open Book Project, MC3 Wayne RESA, Brain	good, services, trade, needs and wants,	teacher created
	K – E1.0.2	Distinguish between goods and services.			

	K – E1.0.3	Recognize situations in which people trade.	Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, Promethean plan, virtual tours and fieldtrips, books about		
Citizen Involvement					
Participate in a project to inform others about an issue	K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly	Earth day, recycle, reuse,reduce,	poster - recycle
	K – P4.2.2	Participate in projects to help or inform others.			
Introduce: Living and Working Together in Families and Communities, Now and Long Ago					
Gain background knowledge on how people learn about the past (i.e. when students were babies)	K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	MI Open Book Project, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly	artifacts, diaries, journal, developing, growing	Timeline project

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	
Living and Working Together in Families and Communities, Now and Long Ago					
Describe how to use a timeline to describe events from the past; listen to and read historical narratives and determine the beginning, middle, and end	K – H2.0.1	Distinguish among yesterday, today, tomorrow.	MI Open Book Project Chapter 4, MC3 Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, various artifacts that teach about the past- pictures, diaries, stories, videos, calendar	past, timeline, future, photograph, stories, artifacts, present,	Kindergaten timeline, MC3 assessment
	K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).			
	K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.			
	K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).			
The World in Temporal Terms: Historical Habits of Mind					
Explain how people, seasons, and events change and how this impacts everyday life	K.H.1.1	Explain how people change over time (self and others).	MI Open Book Project Chapter 4, MC3 Wayne	summer, fall, winter, spring, seasons, change	Teacher created, performace task
	K.H.1.2	Explain how seasons change over time.			

	K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, United Streaming, Reading A-Z, YouTube, Scholastic magazines, Studies Weekly, anchor charts on seasons		

K-Math Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Know number sense and the count sequence	**K.CC.A.1**	**Count to 100 by ones and by tens.** (count to 10)	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	one more, 10 more, numbers, numeral, objects, count	Eureka Math quick checks, one on one, checklists, teacher created
	K.CC.A.2	**Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** (within 0-10)			
	K.CC.A.3	**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** (Write 0-5)			
Describe and compare measureable attributes	**K.MD.A.1**	**Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**	Eureka Math, YouTube videos, Super Teacher worksheets, Teachers Pay Teachers, math word wall	heavy/ light, long/short, big/small, compare	Eureka Math quick checks and tests, teacher created
	K.MD.A.2	**Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.**			
Classify objects and count the number of objects in each category	**K.MD.B.3**	**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	Eureka Math, Youtube videos, Super Teacher Worksheets, Teachers Pay Teachers	similar, different, count, shape, color, size	Eureka Math quick checks and tests, teacher created
Identify and describe shapes	**K.G.A.1**	**Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**	Eureka Math, Youtube videos, Super Teacher Worksheets, Teachers Pay Teachers, shapes	position words, location, above, below, beside, in front of, behind, next to, squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres, flat, solid, sort	Eureka Math quick checks and tests, teacher created
	K.G.A.2	**Correctly name shapes regardless of their orientations or overall size.**			
	K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three- dimensional ("solid").			
Analyze, compare, create, and compose shapes	K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Eureka Math, Youtube videos, Super Teacher Worksheets, Teachers Pay Teachers, shape manipulatives	vertices/ corners, sides, shapes, describe, join	Eureka Math quick checks and tests, teacher created
	K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
	K.G.B.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"			

K-Math Curriculum Map 2019-2020

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Know number sense and the count sequence	**K.CC.A.1**	**Count to 100 by ones and by tens.** (count to 30)	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	Count, ones, tens, sequence, numbers, numeral	Eureka Math quick checks, one on one, checklists, teacher created
	K.CC.A.2	**Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** (within 0-30)			
	K.CC.A.3	**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** (Write 6-10)			
Count to tell the number of objects	**K.CC.4**	**Understand the relationship between numbers and quantities; connect counting to cardinality.**	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	relationship, numbers, quantities, order, count, number name, one larger, line, rectangular array, scattered	Eureka Math quick checks and tests, teacher created
	K.CC.B.4a	**When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.**			
	K.CC.B.4b	**Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**			
	K.CC.B.4c	**Understand that each successive number name refers to a quantity that is one larger.**			
	K.CC.B.5	**Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.**			
Compare numbers	K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Eureka Math, Youtube videos, Super Teacher worksheets, Teachers Pay Teachers, number line, number cards, math manipulatives	greater than, less than, equal to, matching, counting, compare	Eureka Math quick checks and tests, teacher created
	K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.			
Classify objects and count the number of objects in each category	**K.MD.B.3**	**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	Eureka Math, Youtube videos, Super Teacher worksheets, Teachers Pay Teachers, number line, number cards, math manipulatives	classify, sort, categories	Eureka Math quick checks and tests, teacher created

K-Math Curriculum Map 2019-2020

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Know number sense and the count sequence	K.CC.A.1	**Count to 100 by ones and by tens.** (count to 50)	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	Count, ones, tens, sequence, numbers, numeral	Eureka Math quick checks, one on one, checklists, teacher created
	K.CC.A.2	**Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** (within 0-50)			
	K.CC.A.3	**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** (Write 11-16)			
Count to tell the number of objects	K.CC.4	**Understand the relationship between numbers and quantities; connect counting to cardinality.**	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	numbers, quantity, counting, number names, pair, one larger, line, rectangular array, scattered	Eureka Math quick checks and tests, teacher created
	K.CC.B.4a	**When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.**			
	K.CC.B.4b	**Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**			
	K.CC.B.4c	**Understand that each successive number name refers to a quantity that is one larger.**			
	K.CC.B.5	**Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.**			
Compare numbers	K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Eureka Math, Youtue videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	greater than, less than, equal to, numbers, compare	Eureka Math quick checks and tests, teacher created
	K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.			
Work with numbers 11-19 to gain foundations for place value	K.NBT.A.1	**Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**	Eureka Math, Youtube vidoes, Super Teacher worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	compose, decompose, tens, ones, teen numbers	Eureka Math quick checks and tests, teacher created
Classify objects and count the number of objects in each category	K.MD.B.3	**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	classify, sort, category	Eureka Math quick checks and tests, teacher created

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QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
Know number sense and the count sequence	K.CC.A.1	**Count to 100 by ones and by tens.** (count to 100)	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	Count, ones, tens, sequence, numbers, numeral	Eureka Math quick checks, one on one, checklists, teacher created
	K.CC.A.2	**Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** (within 0-100)			
	K.CC.A.3	**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).** (Write 16-20)			
Understand addition and subtraction	K.OA.A.1	**Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.**	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	add, subtract, addition sentence, subtraction sentence, word problems, decompose	Eureka Math quick checks and tests, teacher created assessments
	K.OA.A.2	**Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.**			
	K.OA.A.3	**Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).**			
	K.OA.A.4	**For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.**			
	K.OA.A.5	**Fluently add and subtract within 5.**			
Classify objects and count the number of objects in each category	K.MD.B.3	**Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.**	Eureka Math, YouTube videos, Super Teacher Worksheets, Teachers Pay Teachers, number line, number cards, manipulatives	classify, sort, category	Eureka Math quick checks and tests, teacher created assessments

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Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, why, when, where); give details; read for details	**RL.1.1**	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	details, questions, ask, answer, text, information, answer	Exit tickets, Focal Point K12, benchmark assessment, Mini-lesson standard assessments
Understand character; Identify characters within the story; Identify main character of the story; Identify the minor character of the story; Identify and verbalize major story events citing key details; Identify key events and details of story in sequential order (problem-resolution); Understand what is the lesson or moral in a story	**RL.1.3**	**Describe characters, settings, and major events in a story, using key details.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	identify, characters, setting, plot, events, sequnce, problem, resolution, lesson or moral	
Understand that illustration is a picture or a drawing; Understand that details are specific pieces of information that add meaning to a story; understand character; understand and identify major story events; understand and identify story setting; understand that illustrations add details to story; understand that illustrations used to show the setting of a story; Identify the sequence of the main events of a story using details in illustration	**RL.1.7**	**Use illustrations and details in a story to describe its characters, setting, or events.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	characters, settings, events, story, illustrations, describe, details	
Understand how to ask a question about a text; Understand how to answer questions about text; respond in clear, focused sentences; answer who, what, where, wehn, and how questions; Identify main events, and key details within a text	**RI.1.1**	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	question, answer, identify, ask, detial, text, events, learn	
Understand the purpose of informational text; Understand the structure of informational text; use written and graphic elements to derive meaning (comprehension) of informational text; connect individuals and events within informational text; distinguish what is an important piece of information; link people and their ideas	**RI.1.3**	**Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	text, graphics, illustrations, picture, potograph, diagram, labels, character, events, details, information	
Recognize what is an illustration (picture, photo, drawing); understand and follow the information in the text; know that the ilustrations help you understand more abourt the text and the person, place, thing or idea the text is about; with help, connect the illustration with the message	**RI.1.7**	**Use the illustrations and details in a text to describe its key ideas.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	illustration, describe, relationship, text, person, place, idea, thing, depict, shows, tells	
Foundational Skills					
Know that sentences begin with a capital letter; know that a sentence conveys a complete through; know that	RF.1.1	Demonstrate understanding of the organization and basic features of print.	Reading A-Z books, Readworks, various	organization, word, sentence, names,	Focal Point, Writing

sentences need ending puctuation- period, question, exclamation	RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	picture books, Teacher Pay Teachers, Super Teacher worksheets, Ed Helper	beginning, ending, punctuation, capitalization, question mark, period, exclamation mark	Benchmark
Speaking and Listening					
Know that when talking there are rules that we follow such as, not interrupting when another person is speaking; know that when listening to somene, we need to look at them; know that when we are listening to someone, we need to respond about the same thing; realize when they have become confused; ask questions for clarity	SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Restorative circles, Reading A-Z, various picture books	conversation, partner, take turns, listen carefully, interrupting, inside voices	Checklists, rubrics
	SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under			
	SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
	SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.			
Understand that illustrations and words convey messages; listen with the intent to remember what is being read; recognize important details; undrstand the importance of the title and how it relates to the text; understand that there are messages in videos, television programs, and pictures as well as text; know how to ask appropriate questions; answer questions to show that you understand	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, YouTube videos	title, story, ask, author, retell, partner, video, text, details	
Understand what is being said; ask important questions; answer important questions; ask for more information; know how to organize information; know to to ask questions when meaning is lost	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Restorative circles, Reading A-Z, Readworks	speaker, important, understand, information, detail, describe	
Understand that there are times when using complete sentences is required; know that complete sentences express a thought; know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations	SL.1.6	Produce complete sentences when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	share, topic, event, important, voice	
Language					
Understand the difference between uppercase and lowercase letters	L.1.1a	Print all upper- and lowercase letters.	RLAC, Alphabet chart, letter cards	uppercase, lowercase, letters	Writing Benchmark, rubrics, quick checks
Understand the importance of sequence in retelling what you have read; retell the most imortnat events and then add details; understand cause and effect events; ask questions of difficult events; discuss with partner the events in the story and how the problem was solved	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Various picture books, Reading A-Z books, YouTube videos	retell, details, important, event, problem, solution, differently	

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, why, when, where); give details; read for details	RL.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	details, questions, ask, answer, text, information, answer	Exit tickets, Focal Point K12, benchmark assessment, Mini-lesson standard assessments
Understand key details; understand sequenctial order; identify and verbalize key details and main events within the story; retell the story in sequential order; idetfy and verbalize the problem or conflict in the story; identify and verbalize how the problem or conflict resolved within the story	RL.1.2	**Retell stories, including key details, and demonstrate understanding of their central message or lesson.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	retell, details, main event, story, problem, resoution/ending, lesson or moral, sequence (beginning, middle, end), solve	
Understand character; Identify characters within the story; Identify main character of the story; Identify the minor character of the story; Identify and verbalize major story events citing key details; Identify key events and details of story in sequential order (problem-resolution); Understand what is the lesson or moral in a story	RL.1.3	**Describe characters, settings, and major events in a story, using key details.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	identify, characters, setting, plot, events, sequnce, problem, resolution, lesson or moral	
Undesrtand the differences between, words, phrases and sentences; identify words, phrases and sentences; ask and answer questions about story details; understand that words are clues to what chracters are thinking; identify words that indicate use of the 5 senses...see, hear, smell, touch, taste; identify words that communicate feelings...happy, sad, sngry, worry, fear	RL.1.4	**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	story, poems, word, idenitfy, senses, feelings, poetry, phrase, sentence	
Understand narrative structure of a story; understand the expository structure found in inforamtional text; indentify story structure; distinguish between story and infromational text structure; recognize common genres: fable, narrative, fairytale, poem/rhyme, magazine - expository, fiction/non-fiction	RL.1.5	**Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, difference, story, poem, information, text, narrative, expository, chracters, fiction, non-fiction	
Identify the characters in a story; understand comparison (similarities); understand contrast (differences); understand what an adventure is...; understand what an experience is...; identify similarities (comparisons); identify differences (contrasts); make comparisons between chracaters; understand the "who" and "what" within stories	RL.1.9	**Compare and contrast the adventures and experiences of characters in stories.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare (similarities), contrast (differences), adventures, experiences, characters	
Understand how to ask a question about a text; Understand how to answer questions about text; respond in clear, focused sentences; answer who, what, where, wehn, and how questions; Identify main events, and key details within a text	RI.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	question, answer, identify, ask, detial, text, events, learn	

Identify topics within text; identify main ideas, key details in text; understand how to retell text, recounting key details	**RI.1.2**	**Identify the main topic and retell key details of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	identify, main topic, retell, key details, important, text, details	
Understand the purpose of informational text; Understand the structure of informational text; use written and graphic elements to derive meaning (comprehension) of informational text; connect individuals and events within informational text; distinguish what is an important piece of information; link people and their ideas	**RI.1.3**	**Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	text, graphics, illustrations, picture, potograph, diagram, labels, character, events, details, information	
Ability to sk clarifying questions about texts; ability to express own undertanding of the meaning of a text; identify a word that is unknown; with suport-self-monitor by identifying unknown words, decode, re-read for clarification; understand the use of context clues such as in derterming the meaning of unknown words	**RI.1.4**	**Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	clarify, determine, context, ask, answer, unknown, words, text, clue, context, re-read, decode	
Identify headings and their purposes; identify and use table of contexnts to locate facts; identify and use glossary to locate facts; understand computer icons and menus to locate information	**RI.1.5**	**Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	identify, different, parts, explain, meaning, table of contents, glossary, headings	
Understand the two texts on the same topic; indentify the similarities in the two texts; identify the differences betweenthe two texts	**RI.1.9**	**Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	illustration, similarties, differences, text	
Foundational Skills					
Know the sound symbol correspondence of all short and long vowel sounds; identify vowels/vowel sounds within single syllable words (ex. cvc words); isolate and blend phonemes in single syllable words; identify phonemes in the initial, medial and final position in spoken single syllable words; articulare simple decodable words, identifying all phonemes in the initaial, medial and final poition; segment phonemes in proper order (ex. c-a-t = cat)	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	distinguish, vowel, consonant, sound, segment, blend, syllabl, initial (beginning), medial (middle), final(end)	Focal Point, Writing Benchmark, running records, spelling tests
	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.			
	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Writing					
Understand the concepts of having an opinion; identify a favorite book or story; to express orally an opinion such as like or dislike of a chosen book or story. Support that opnion with a readon; write a brief opinion piece about a book or sotry. Provide a reason for that opinion; provide engough detail to bring the written piece to a reasonable closure; identify a topic for their writing	**W.1.1**	**Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	opinion, reason, topic, details, title, ask and answer	Writing Benchmark, rubrics, quick checks

Ability to retell familiar events in sequence order; identify major events; write a brief narrative around a center focus; bring the writing to an end	**W.1.3**	**Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	sequence, event, time, order	
Speaking and Listening					
Understand the event; understand that a place can be a building, city, space, or location; know and use sensory words; know and use positional words; know and use multiple descriptive words	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	details, character, person, people, things, place, happen, describe	Checklists, rubrics, Writing assessments
Understand that there are times when using complete sentences is required; know that complete sentences express a thought; know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations	SL.1.6	Produce complete sentences when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	share, topic, event, important, voice	
Language					
Write a complet sentence; understand that a complete sentnece has a subject and predicate; understand that proper nounds; understand the use of adjectives; understand the difference between uppercase and lowercase letters; understand different types of sentences	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal, RLAC, Alphabet chart, letter cards	sentence, uppercase, lowercase, letters, adjectives, subject/predicate, question, exclamatory	Exit tickets, Focal Point K12, benchmark assessment, writing assessments
	L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).			
	L.1.1f	Use frequently occurring adjectives.			
	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
	L.1.1h	Use determiners (e.g., articles, demonstratives).			
	L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).			
Identify period, questions mark, and exclamation mark; know when to use a period, question mark, and exclamation mark; know that the first word in sentences, proper names, days of the week, and months are capitalized; know that a comma separates the date from the year; understand letter patterns and their sound	L.1.2a	Capitalize dates and names of people.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	sentence, period, quesion mark, exclmation mark, date, correctly, capitalze, punctuate	
	L.1.2b	Use end punctuation for sentences.			
Understand the importance of sequence in retelling what you have read; retell the most imortnat events and then add details; understand cause and effect events; ask questions of difficult events; discuss with partner the events in the story and how the problem was solved	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Various picture books, Reading A-Z books, YouTube videos	retell, details, important, event, problem, solution, differently	

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, why, when, where); give details; read for details	RL.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	details, questions, ask, answer, text, information, answer	Exit tickets, Focal Point K12, benchmark assessment, Mini-lesson standard assessments
Understand key details; understand sequential order; identify and verbalize key details and main events within the story; retell the story in sequential order; identify and verbalize the problem or conflict in the story; identify and verbalize how the problem or conflict resolved within the story	RL.1.2	**Retell stories, including key details, and demonstrate understanding of their central message or lesson.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	retell, details, main event, story, problem, resolution/ending, lesson or moral, sequence (beginning, middle, end), solve	
Understand character; Identify characters within the story; Identify main character of the story; Identify the minor character of the story; Identify and verbalize major story events citing key details; Identify key events and details of story in sequential order (problem-resolution); Understand what is the lesson or moral in a story	RL.1.3	**Describe characters, settings, and major events in a story, using key details.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	identify, characters, setting, plot, events, sequence, problem, resolution, lesson or moral	
Understand the differences between, words, phrases and sentences; identify words, phrases and sentences; ask and answer questions about story details; understand that words are clues to what characters are thinking; identify words that indicate use of the 5 senses...see, hear, smell, touch, taste; identify words that communicate feelings...happy, sad, angry, worry, fear	RL.1.4	**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	story, poems, word, identify, senses, feelings, poetry, phrase, sentence	
Understand the role of a narrator; understand character; understand concept of dialogue (talking between characters); understand quotation marks; identify narrator; identify character's voice; identify dialogue in text; identify speaker	RL.1.6	**Identify who is telling the story at various points in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	narrator/narrate, character, dialogue, author, author's voice, quotations	
Understand how to ask a question about a text; Understand how to answer questions about text; respond in clear, focused sentences; answer who, what, where, wehn, and how questions; Identify main events, and key details within a text	RI.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	question, answer, identify, ask, detail, text, events, learn	
Identify topics within text; identify main ideas, key details in text; understand how to retell text, recounting key details	RI.1.2	**Identify the main topic and retell key details of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	identify, main topic, retell, key details, important, text, details	

Understand the purpose of informational text; Understand the structure of informational text; use written and graphic elements to derive meaning (comprehension) of informational text; connect individuals and events within informational text; distinguish what is an important piece of information; link people and their ideas	**RI.1.3**	**Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	text, graphics, illustrations, picture, photograph, diagram, labels, character, events, details, information	
Ability to sk clarifying questions about texts; ability to express own understanding of the meaning of a text; identify a word that is unknown; with support-self-monitor by identifying unknown words, decode, re-read for clarification; understand the use of context clues such as in determining the meaning of unknown words	**RI.1.4**	**Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	clarify, determine, context, ask, answer, unknown, words, text, clue, context, re-read, decode	
Analyze how the illustration presents information and ideas; analyze how the words present information and ideas; understand the role of an illustrator; understand the role of an author	**RI.1.6**	**Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	author, illustration, illustrator, distinguish	
Know how to link people and their ideas; know that an author writes to share what he/she thinks; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.1.8**	**Identify the reasons an author gives to support points in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	reasons, author, explain, tells, writing, text, support, points	
Foundational Skills					
Understand that sometimes two consonant letters make one sound (e.g. /sn/, /wh/, khl), read and pronounce the sounds represented in one - syllable words; know that in many short words that end in e the vowel has a long sound; understand that words have parts and each part needs a vowel; une inflectional ending like -ed, -es, -ing, to read words; know the role that inflectional endings play in making words; know rules for breaking words apart like double consonants, inflected endings; understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words; ability to decode simple two syllable words following the vowel pattern for syllable division; ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	decode, syllable, sounds, silent e, vowel, consonant, pattern, endings, diagraph	Focal Point, Writing Benchmark, running records, spelling tests
	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.			
	RF.1.3b	Decode regularly spelled one-syllable words.			
	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.			
	RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
	RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.			
	RF.1.3f	Read words with inflectional endings.			
	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.			
Bank of known sight words; understand meaning is contained in text; early self-monitoring/correcting behaviors; use re-reading as a strategy to help understand text	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	fluency, accuracy, expression, recognition, comprehension, reread, punctuation, period, comma	
	RF.1.4a	Read on-level text with purpose and understanding.			
	RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

Writing					
Ability to write complete sentence; ability to retell orally a familiar event or experience noting details; ability to identify facts within a text; ability to select a topic of interest to write about; ability to tell what they are writing about; ability to organize their ideas so they can be written logically	**W.1.2**	**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	information, facts, explanation, write, details	Writing Benchmark, rubrics, quick checks
Generate a topic to write about; know how to take ideas from a graphic organizer or chart to write about; organize the writing so that it moves logically; write sentences with details; know that you can add sizes, colors, and other adjectives to writing to strengthen it; when reading with an adult, be able to recognize unrelated ideas; work with peers	**W.1.5**	**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	focus, details, revise, edit, improve, sequence	
Understand how to use a computer; with guidance know how to use PowerPoint; understand how to print; know how to use the computer toolbar; know how to use a mouse; understand how to save materials; work collaborative with a partner	**W.1.6**	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	cooperate, computer, keyboard, monitor/screen, information	
Write simple sentences; understanding of informational texts structure; locate information within text; identify sequence in how to guide; information; facts; explanation	**W.1.7**	**Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	research, directions, sequence, instruction, fact, fiction	
Speaking and Listening					
Choose a topic to speak about; be able to describe and use adjectives; use a picture or media presentation; use magazine pictures or clip art to mark posters to support what they are saying; understand that charts, graph or illustrations help increase understanding	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	voice, topic, speaking, illustration, clarify, express, ideas, feelings, description, clarify, thoughts	Checklists, rubrics, Writing assessments
Understand that there are times when using complete sentences is required; know that complete sentences express a thought; know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations	SL.1.6	Produce complete sentences when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	share, topic, event, important, voice	
Language					
Write a complete sentence; understand that a complete sentence has a subject and predicate; understand that proper nouns; understand the use of adjectives; understand the difference between uppercase and lowercase letters; understand different types of sentences	L.1.1b	Use common, proper, and possessive nouns.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal, RLAC, Alphabet chart, letter	sentence, uppercase, lowercase, letters, adjectives, subject/predicate, question, exclamatory	Exit tickets, Focal Point K12, benchmark assessment, writing assessments
	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).			
	L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).			
Identify period, questions mark, and exclamation mark; know when to use a period, question mark, and exclamation mark; know that the first word in sentences, proper names, days of the week, and months are capitalized; know that a comma separates the date from the year; understand letter patterns and their sound	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	sentence, period, question mark, exclamation mark, date, correctly, capitalize, punctuate	
	L.1.2b	Use end punctuation for sentences.			
	L.1.2c	Use commas in dates and to separate single words in a series.			
	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			

	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
Understand parts of speech; distinguish between nouns, verbs, adjectives; understand synonyms and antonyms; understand shades of meaning for appropriate usage; understand the relationship between groups of words; sort words into categories	L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	synonym, antonym, powerful, partner, group, explanation	
Understand the importance of sequence in retelling what you have read; retell the most important events and then add details; understand cause and effect events; ask questions of different events; discuss with partner the events in the story and how the problem was solved	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	retell, details, important, event, problem, solution, differently	

1st - ELA Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, why, when, where); give details; read for details	RL.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	details, questions, ask, answer, text, information, answer	Exit tickets, Focal Point K12, Mini-lesson standard assessments
Understand key details; understand sequential order; identify and verbalize key details and main events within the story; retell the story in sequential order; identify and verbalize the problem or conflict in the story; identify and verbalize how the problem or conflict resolved within the story	RL.1.2	**Retell stories, including key details, and demonstrate understanding of their central message or lesson.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	retell, details, main event, story, problem, resolution/ending, lesson or moral, sequence (beginning, middle, end), solve	
Understand character; Identify characters within the story; Identify main character of the story; Identify the minor character of the story; Identify and verbalize major story events citing key details; Identify key events and details of story in sequential order (problem-resolution); Understand what is the lesson or moral in a story	RL.1.3	**Describe characters, settings, and major events in a story, using key details.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	identify, characters, setting, plot, events, sequence, problem, resolution, lesson or moral	
Understand the differences between, words, phrases and sentences; identify words, phrases and sentences; ask and answer questions about story details; understand that words are clues to what characters are thinking; identify words that indicate use of the 5 senses...see, hear, smell, touch, taste; identify words that communicate feelings...happy, sad, angry, worry, fear	RL.1.4	**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	story, poems, word, identify, senses, feelings, poetry, phrase, sentence	
Understand narrative structure of a story; understand the expository structure found in informational text; identify story structure; distinguish between story and informational text structure; recognize common genres: fable, narrative, fairytale, poem/rhyme, magazine - expository, fiction/non-fiction	RL.1.5	**Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, difference, story, poem, information, text, narrative, expository, characters, fiction, non-fiction	
Recall familiar stories, retell familiar stories; recite poems; make connections between text such as poems on the same topic; make and confirm predictions about what will happen next in story?	RL.1.10	**With prompting and support, read prose and poetry of appropriate complexity for grade 1.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	retell, recall, compare, predict, identify	
Understand how to ask a question about a text; Understand how to answer questions about text; respond in clear, focused sentences; answer who, what, where, wehn, and how questions; Identify main events, and key details within a text	RI.1.1	**Ask and answer questions about key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	question, answer, identify, ask, detail, text, events, learn	

Identify topics within text; identify main ideas, key details in text; understand how to retell text, recounting key details	**RI.1.2**	**Identify the main topic and retell key details of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	identify, main topic, retell, key details, important, text, details	
Understand the purpose of informational text; Understand the structure of informational text; use written and graphic elements to derive meaning (comprehension) of informational text; connect individuals and events within informational text; distinguish what is an important piece of information; link people and their ideas	**RI.1.3**	**Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	text, graphics, illustrations, picture, photograph, diagram, labels, character, events, details, information	
Ability to sk clarifying questions about texts; ability to express own understanding of the meaning of a text; identify a word that is unknown; with support-self-monitor by identifying unknown words, decode, re-read for clarification; understand the use of context clues such as in determining the meaning of unknown words	**RI.1.4**	**Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	clarify, determine, context, ask, answer, unknown, words, text, clue, context, re-read, decode	
Identify headings and their purposes; identify and use table of contents to locate facts; identify and use glossary to locate facts; understand computer icons and menus to locate information	**RI.1.5**	**Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	identify, different, parts, explain, meaning, table of contents, glossary, headings	
Know how to link people and their ideas; know that an author writes to share what he/she thinks; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may ave more than one reason to explain his thinking	**RI.1.8**	**Identify the reasons an author gives to support points in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	reasons, author, explain, tells, writing, text, support, points	
Work in groups; read with a purpose; understand what is read individually; Understand what is read by others; contribute to the group (help understand what is being read)	**RI.1.10**	**With prompting and support, read informational texts appropriately complex for grade 1.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	partner, purpose, individual, contribute	
Foundational Skills					
Know the sound symbol correspondence of all short and long vowel sounds; identify vowels/vowel sounds within single syllable words (ex. cvc words); isolate and blend phonemes in single syllable words; identify phonemes in the initial, medial and final position in spoken single syllable words; articulare simple decodable words, identifying all phonemes in the initial, medial and final position; segment phonemes in proper order (ex. c-a-t = cat)	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	distinguish, vowel, consonant, sound, segment, blend, syllable, initial (beginning), medial (middle), final(end)	Focal Point, Writing Benchmark, running records, spelling tests
	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.			
	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Understand that sometimes two consonant letters make one sound (e.g. /sn/, /wh/, khl), read and pronounce the sounds represented in one - syllable words; know that in many short words that end in e the vowel has a long sound; understand that words have parts and each part	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	decode, syllable, sounds, silent e, vowel, consonant, pattern, endings, diagraph	
	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.			

needs a vowel; une inflectional ending like -ed, -es, -ing, to read words; know the role that inflectional endings play in making words; know rules for breaking words apart like double consonants, inflected endings; understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words; ability to decode simple two syllable words following the vowel pattern for syllable division; ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)	RF.1.3b	Decode regularly spelled one-syllable words.			
	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.			
	RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
	RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.			
	RF.1.3f	Read words with inflectional endings.			
	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.			
Bank of known sight words; understand meaning is contained in text; early self-monitoring/correcting behaviors; use re-reading as a strategy to help understand text	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	fluency, accuracy, expression, recognition, comprehension, reread, punctuation, period, comma	
	RF.1.4a	Read on-level text with purpose and understanding.			
	RF.1.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Understand the concepts of having an opinion; identify a favorite book or story; to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason; write a brief opinion piece about a book or story. Provide a reason for that opinion; provide enough detail to bring the written piece to a reasonable closure; identify a topic for their writing	**W.1.1**	**Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	opinion, reason, topic, details, title, ask and answer	Writing Benchmark, rubrics, quick checks
Ability to write complete sentence; ability to retell orally a familiar event or experience noting details; ability to identify facts within a text; ability to select a topic of interest to write about; ability to tell what they are writing about; ability to organize their ideas so they can be written logically	**W.1.2**	**Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	information, facts, explanation, write, details	
Ability to retell familiar events in sequence order; identify major events; write a brief narrative around a center focus; bring the writing to an end	**W.1.3**	**Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	sequence, event, time, order	
Generate a topic to write about; know how to take ideas from a graphic organizer or chart to write about; organize the writing so that it moves logically; write sentences with details; know that you can add sizes, colors, and other adjectives to writing to strengthen it; when reading with an adult, be able to recognize unrelated ideas; work with peers	**W.1.5**	**With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	focus, details, revise, edit, improve, sequence	

Understand how to use a computer; with guidance know how to use PowerPoint; understand how to print; know how to use the computer toolbar; know how to use a mouse; understand how to save materials; work collaborative with a partner	**W.1.6**	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	cooperate, computer, keyboard, monitor/screen, information	
Write simple sentences; understanding of informational texts structure; locate information within text; identify sequence in how to guide; information; facts; explanation	**W.1.7**	**Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	research, directions, sequence, instruction, fact, fiction	
Retell/recall key details; describe personal experiences; locate information within text; know that information can come from different sources, (e.g., books, digital, print)	**W.1.8**	**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	collect, gather, select, recall, information, retell, describe, sources, encyclopedia, non-fiction, expository, magazine, article	
Speaking and Listening					
Understand that there are times when using complete sentences is required; know that complete sentences express a thought; know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations	SL.1.6	Produce complete sentences when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	share, topic, event, important, voice	Rubrics, Checklists, Writing assessments
Language					
Write a complete sentence; understand that a complete sentence has a subject and predicate; understand that proper nouns; understand the use of adjectives; understand the difference between uppercase and lowercase letters; understand different types of sentences	L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	sentence, uppercase, lowercase, letters, adjectives, subject/predicate, question, exclamatory	Exit tickets, benchmark assessment, writing assessments
	L.1.1f	Use frequently occurring adjectives.			
	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).			
	L.1.1h	Use determiners (e.g., articles, demonstratives).			
	L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
Identify period, questions mark, and exclamation mark; know when to use a period, question mark, and exclamation mark; know that the first word in sentences, proper names, days of the week, and months are capitalized; know that a comma separates the date from the year; understand letter patterns and their sound	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	sentence, period, question mark, exclamation mark, date, correctly, capitalize, punctuate	
	L.1.2a	Capitalize dates and names of people.			
	L.1.2b	Use end punctuation for sentences.			
	L.1.2c	Use commas in dates and to separate single words in a series.			
	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			
	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
Understand and know many common words; understand that some words have other meanings; use content and/or pictures to help determine a new meaning for a known word; know offices to understand	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, standards mini-lessons	picture, understand, meaning, prefix, suffix	
	L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.			
	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.			
	L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).			

Understand parts of speech; distinguish between nouns, verbs, adjectives; understand synonyms and antonyms; understand shades of meaning for appropriate usage; understand the relationship between groups of words; sort words into categories	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	synonym, antonym, powerful, partner, group, explanation	
	L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).			
	L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).			
	L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.			
Understand the importance of sequence in retelling what you have read; retell the most important events and then add details; understand cause and effect events; ask questions of different events; discuss with partner the events in the story and how the problem was solved	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Super Teacher worksheets, writing journal	retell, details, important, event, problem, solution, differently	

1st -Science Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.1.SFI	Structure, Function, and Information Processing			
Students will develop the idea that , just like a superhero has special powers, every animal and plant has special parts and behaviors that help them to grow and meet their needs.	SCI.1.LS1.1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	plants, animals, external parts, survive, grow, needs, behavior, parents, offspring	Mystery Science assessements, Interactive Science quick checks, Performance Task
	SCI.1.LS1.2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive			
	SCI.1.ETS	Engineering Design (Introduce)			
Define a problem, collect data and information, develop a solution, test the solution- the standards will be used with the plants and animals unit	SCI.1.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Phenomenal Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	questions, observations, information, data, problem, solution, develop, tool, improve, sketch, physical model, function, design, strengths, weaknesses	Performance Task
	SCI.1.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.1.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.1.WLS	Waves: Light and Sound			
Students will develop the idea that by exploring the properties of light and sound, human beings create fun and useful things.	**SCI.1.PS4.1**	**Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	transparent, translucent, opaque, sound, vibration, travel, communicate	Mystery Science assessements, Interactive Science quick checks, Performance Task
	SCI.1.PS4.2	Make observations to construct an evidence-based account that objects can be seen only when illuminated			
	Introduce: SCI.1.PS4.3	**Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light**			
	Introduce: SCI.1.PS4.4	**Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance**			
	SCI.1.ETS	Engineering Design (Introduce)			
Define a problem, collect data and information, develop a solution, test the solution- the standards will be used with the Light and Sound unit	SCI.1.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Phenomenal Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	questions, observations, information, data, problem, solution, develop, tool, improve, sketch, physical model, function, design, strengths, weaknesses	Performance Task
	SCI.1.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.1.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
	SCI.1.WLS	Waves: Light and Sound			
Students will develop the idea that by exploring the properties of light and sound,	**SCI.1.PS4.3**	**Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light**		transparent, translucent, opaque, sound, vibration,	Mystery Science assessements,

human beings create fun and useful things.	**SCI.1.PS4.4**	**Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	travel, communicate	Interactive Science quick checks, Performance Task
	SCI.1.SS	Space Systems: Patterns and Cycles (Introduce)			
Students will develop the idea that the sun, moon, and stars change position in the sky in ways that are fun to watch and predict	**SCI.1.ESS1.1**	**Use observations of the sun, moon, and stars to describe patterns that can be predicted**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	sun, moon, stars, patterns, predict, observations, year, daylight, shadow, morning, evening, sunrise, sunset, seasons	Mystery Science assessements, Interactive Science quick checks, Performance Task
	SCI.1.ESS1.2	**Make observations at different times of year to relate the amount of daylight to the time of year**			
	SCI.1.ETS	Engineering Design (Introduce)			
Define a problem, collect data and information, develop a solution, test the solution- the standards will be used with the Light and Sound unit	SCI.1.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Phenomenal Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	questions, observations, information, data, problem, solution, develop, tool, improve, sketch, physical model, function, design, strengths, weaknesses	Performance Task, Science Fair project
	SCI.1.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.1.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 4

Unit Focus/ Learning Targets	**Standards**		**Resources/ Assessments**	**Unit Vocabulary**	**Assessments**
	SCI.1.SFI	Structure, Function, and Information Processing			
Students will develop the idea that , just like a superhero has special powers, every animal and plant has special parts and behaviors that help them to grow and meet their needs.	SCI.1.LS3.1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	plants, animals, external parts, survive, grow, needs, behavior, parents, offspring	Mystery Science assessements, Interactive Science quick checks
	SCI.1.SS	Space Systems: Patterns and Cycles			
Students will develop the idea that the sun, moon, and stars change position in the sky in ways that are fun to watch and predict	**SCI.1.ESS1.1**	**Use observations of the sun, moon, and stars to describe patterns that can be predicted**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	sun, moon, stars, patterns, predict, observations, year, daylight, shadow, morning, evening, sunrise, sunset, seasons	Mystey Science assessments, Interactive Science quick checks
	SCI.1.ESS1.2	**Make observations at different times of year to relate the amount of daylight to the time of year**			
	SCI.1.ETS	Engineering Design			
Define a problem, collect data and information, develop a solution, test the solution- the standards will be used with the Light and Sound unit	SCI.1.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Phenomenal Science, Discovery Education, Brain Pop, Science A-Z, YouTube videos	questions, observations, information, data, problem, solution, develop, tool, improve, sketch, physical model, function, design, strengths, weaknesses	Mystey Science assessments, Interactive Science quick checks, project
	SCI.1.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.1.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

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QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.C1	**Conceptual Foundations of Civic and Political Life**			
Understand why rules are important and how they can help us get along	1 - C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	MI Open Book Project- Chapter 1, MC3-Wayne RESA, Brain Pop, SuperTeacher worksheets, Teachers, Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean	rules in school, fair, just, conflicts, resolution, decisions, responsibilities	MC3 assessment, teacher created assessments/ quick checks, projects
	1 - C1.0.2	Give some examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).			
	1 - C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).			
	1.C2	**Values and Principles of American Democracy**			
Understand what can constitute a conflict and ways to resolve in fair ways; know the symbols of the U.S.	1 - C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	MI Open Book Project- Chapter 1, MC3-Wayne RESA, Brain Pop, SuperTeacher worksheets, Teachers, Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	conflicts, resolution, fair, decisions, symbol	MC3 assessment, teacher created assessments/ quick checks, projects
	1 - C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).			
	1.C5	**Citizenship in the United States**			
Understand why and how to be a good citizen at home, in school, and in the community	1 - C5.0.1	Describe some responsibilities people have at homes and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	MI Open Book Project, MC3-Wayne RESA, Brain Pop, SuperTeacher worksheets, Teachers, Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	citizen, responsibilities, community, participation, respect, rights	MC3 assessment, teacher created assessments/ quick checks, projects
	1 - C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).			
	1.G4	**Human Systems**			
Understand the components of culture and how families can be different	1 - G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Maganzines, Studies Weekly	diversity, culture, differences, similarities	Teacher created assessments/ quick checks, projects

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.G5	**Environment and Society**			

Understand how human activities help shape the Earth's surface; understand the effects of human-environment interactions	1 - G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Maganzines, Studies Weekly	modify, adapt, environment	MC3 assessment, teacher created assessments/ quick checks, projects, rubric
Use historical thinking to understand the past	1 - H2.0.1	Demonstrate chronological thinking by distinguishing among the past, present, and future using family or school events.	MI Open Book Project, MC3-Wayne RESA, Brain Pop, SuperTeacher worksheets, Teachers, Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	life today, life in the past, historical records, artifacts, past, present, chronological order, past, present, future, calendar, days, weeks, months, family history, generations, sequence	
	1 - H2.0.2	Use a calendar to distinguish among days, weeks, and months.			
	1 - H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.			
	1 - H2.0.4	Retell in sequence important ideas and details from stories about families or schools.			
	1 - H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.			
	1 - H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.			
	1 - H2.07	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).			
	1.H.1	**The World in Temporal Terms: Historical Habits of Mind**			
Explain how people change and how they decide what's important for them and their communities	1.H.1.1	Explain how and why neighborhoods and communities change over time.	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Maganzines, Studies Weekly	neighborhoods, communities, change, celebrations, national holidays	MC3 assessment, teacher created assessments/ quick checks, projects
	1.H.1.2	Explain the importance of folklore and celebrations and their impact on local communities.			
	1.H.1.3	Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.E1	**The Market Economy**			
Use fundamental principles and concepts of economics to understand economic activity in a market economy.	1 - E1.0.1	Distinguish between producers and consumers of goods and services.	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Teacher Pay Teachers, Studies Weekly	producer, consumer, good, service, scarcity, choice, trade, responsibility, trade, money	MC3 assessment, teacher created assessments/ quick checks, projects, rubric
	1 - E1.0.2	Describe ways in which families consume goods and services.			
	1 - E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).			
	1 - E1.0.4	Describe reasons why people voluntarily trade.			
	1 - E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).			
	1 - E1.0.6	Describe how money simplifies trade.			
	1.P3	**Public Discourse and Decision Making**			
Choose an issue in the school community, research and collect data, offer and present a solution	1 - P3.1.1	Identify public issues in the school community.	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Teacher Pay Teachers, Studies Weekly	public issue, community, graph, analyze information, resolutions, position, argument	MC3 assessment, teacher created assessments/ quick checks, projects (choose a school issue, collect data, present), rubric
	1 - P3.1.2	Use graphic data to analyze information about a public issue in the school community.			
	1 - P3.1.3	Identify alternative resolutions to a public issue un the school community.			
	1 - P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.			
	1.P4	**Citizen Involvement**			
	1 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			

	1 - P4.2.2	Participate in projects to help or inform others.			
QUARTER 4					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	1.G1	**The World in Spatial Terms: Geographical Habits of Mind**			
Use geographic representations to acquire, process, and report information from a spatial perspective; Understand how regions are created from common physical and human characteristics	1 - G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	MI Open book project, MC3- Wayne RESA, Bain Pop, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Teacher Pay Teachers, Studies Weekly, maps of the world, globes	absolute location, relative location, directions, environment, school environment, boundaries, maps, globes, school regions, landmass, bodies of water, physical chracteristics, human characteristics	MC3 assessment, teacher created assessments/ quick checks, projects (create a map of the classroom)
	1 - G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).			
	1 - G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.			
	1 - G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.			
	1.G2	**Places and Regions**			
	1 - G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., steam, gardens, buildings, playgrounds, sidewalks) characteristics of places.			
	1 - G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).			

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QUARTER 1

Unit Focus/ Learning Targets			Resources	Unit Vocabulary	Assessments
	1.OA.C				
Add and subtract within 20	**1.OA.C.5**	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).** (+ only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	counting on, addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.A				
Expand the counting sequence	**1.NBT.A.1**	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.** (Count only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	count, one more, one less, sequence	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.OA.A				
Represent and solve problems involving addition.	**1.OA.A.1**	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.** (+ only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	addition, subtraction, word problems, adding to, taking from, putting together, taking apart, comparing, unknowns, equations, symbol	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.C				
Add within 20.	**1.OA.C.5**	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).** (+ only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	counting, addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.D				
Work with addition and subtraction equations.	1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	equal sign, equation	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.A				
Extend the counting sequence.	**1.NBT.A.1**	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.** (count only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	count	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.OA.A				
Represent and solve problems involving subtraction.	**1.OA.A.1**	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.** (- only)	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	subtraction, word problems, adding to, taking from, putting together, taking apart, comparing, unknowns, equations, symbol	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.B				
Understand and apply properties of operations and the relationship between addition and subtraction.	**1.OA.B.3**	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	add, subtract, strategies, commutative property of addition, associative property of addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**		subtraction, unknown-addend	
	1.OA.C				
Add and subtract within 20.	**1.OA.C.5**	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	counting, addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).		fluency, strategies, counting on, making ten, decomposing, equivalent, sums	
	1.NBT.A				
Extend the counting sequence; count and write numbers	**1.NBT.A.1**	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	count, write	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.B				
Understand place value.	**1.NBT.B.2**	**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, manipulatives (unit cubes, tens, ones), place-value chart	two-digit number, tens, ones	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.B.2a	**10 can be thought of as a bundle of ten ones — called a "ten."**		bundle	
	1.NBT.B.2b	**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**		teen numbers	
	1.NBT.B.2c	**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**		count by 10's	
	1.NBT.B.3	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**		compare, two-digit numbers, greater than, less than, equal to	
	1.NBT.C				

Use place value understanding and properties of operations to add and subtract.	1.NBT.C.4	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, manipulatives (unit cubes, tens, ones), place-value chart	two-digit number, one-digit number, model, strategies, place-value, compose	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**		mental math	
	1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**		place value, reasoning	
	1.G.A	Geometry			
Reason with shapes and their attributes.	1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, geometric shapes, anchor charts	attributes, closed	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**		two-dimensional shapes, rectangles, squares, trapezoids, triangles, half-circles, quarter circles, three-dimensional shapes, cubes, right rectangular prisms, righ circular cones, right circular cylinders, composite shape	

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QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	1.OA.A				
Represent and solve problems involving addition and subtraction.	**1.OA.A.1**	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	subtraction, word problems, adding to, taking from, putting together, taking apart, comparing, unknowns, equations, symbol	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**		word problems, whole number, sum, symbol, unknown number	
	1.OA.B				
Understand and apply properties of operations and the relationship between addition and subtraction.	**1.OA.B.3**	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	add, subtract, strategies, commutative property of addition, associative property of addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**		subtraction, unknown-addend	
	1.OA.C				
Add and subtract within 20.	**1.OA.C.5**	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	counting, addition	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).		fluency, strategies, counting on, making ten, decomposing, equivalent, sums	
	1.OA.D				
Work with addition and subtraction equations.	1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	unknown, relate, whole numbers, equation	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.A				
Extend the counting sequence; count and write numbers	**1.NBT.A.1**	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	count, write numerals	Exit tickets, Focal Point K12, Eureka quick checks, one on one counting
	1.NBT.B				

Understand place value.	**1.NBT.B.3**	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos	compare, two-digit numbers, greater than, less than, equal to	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.C				
Use place value understanding and properties of operations to add and subtract.	**1.NBT.C.4**	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, manipulatives (unit cubes, tens, ones), place-value chart	two-digit number, one-digit number, model, strategies, place-value, compose	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**		mental math	
	1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**		place value, reasoning	
	1.MD.A				
Measure lengths indirectly and by iterating length units.	**1.MD.A.1**	**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, rulers, manipulatives	length, order, compare	Exit tickets, Focal Point K12, benchmark assessment, Eureka quick checks
	1.MD.A.2	**Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**		whole number, units, overlaps	
	1.MD.B				
Tell and write time.	**1.MD.B.3**	**Tell and write time in hours and half-hours using analog and digital clocks.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, Youtube videos, Brain Pop, analog clocks, digital clocks	time, hours, half-hours, analog, digital	Exit tickets, Focal Point K12, Eureka quick checks
	1.MD.C				
Represent and interpret data.	**1.MD.C.4**	**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, Youtube videos, Brain Pop, anchor charts on how to read data	organize, represent, interpret, data, categories	Exit tickets, Focal Point K12, Eureka quick checks
	1.G.A				
Reason with shapes and their attributes.	1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, Youtube videos, fraction manupulatives, anchor charts with fractions	partition, equal shares, halves, fourths, quarters, half of, fourth of, whole	Exit tickets, Focal Point K12, Eureka quick checks

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QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, where, when, why); understand which details are more important to the story; demonstrate how the key details support or move the story forward	**RL.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	question, answer, demonstrate, key details, understanding, text, details, information	Focal Point K12, Benchmark assessment, Benchmark Literacy chapter assessment, Standards Mini-Lessons assessment, Quick Checks
Understand sequence of events in a story; identify major and minor events in a story; identify major and minor characters in a story; describe how characters face different events and challenges in story; understand that characters change as a result of what happens during the story	**RL.2.3**	**Describe how characters in a story respond to major events and challenges.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	describe, major event, minor event, major/minor characters, interaction of characters, challenges, sequence of events	
Demonstrate understanding of character; ask questions; answer who, what, where, when, why questions; understand key details; identify main ideas and key details within the text	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	question, answer, demonstrate, details, text, outline, passage	
Compare and contrast scientific ideas or concepts; demonstrate understanding of the sequence of historical event; comprehend and show understanding of the sequence of steps in a technical procedure; describe how one event, scientific event, or step in a procedure influences another	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	compare, contrast, sequence, historical, technical, scientific, timeline	
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of a word; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc. and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -action, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	evidence, suffixes, prefixes, multi-syllable, appropriate, irregular	Spelling tests, FocalPoint K12, Benchmark assessment, Benchmark Literacy phonics checks, teacher created quick checks
Writing					

Know that a narrative tells a story; understand who is telling the story; know how to move from one event to another; use the character's words to help explain what is happening in the story;understand how using time words moves the story forward; recognize temporal words; understand story elements; understand dialoguing	**W.2.3**	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	setting, major/minor character, problem, details, descriptive words, information, events, details, experience	Writing City rough and final drafts, Benchmark Literacy responses, rubrics, Benchmark writing
Language					
Know how to print legibly; understand that there are special words used to define a collection of objects people or things (group, herd, school, etc.); know how regular plurals are formed; distinguish between a regular and irregular plural; know that the subjects and predicates in a sentence can be moved and	L.2.1a	Use collective nouns (e.g., group).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	legible, collective noun, irregular verbs, pronouns, adjectives, produce, simple sentence, compound sentence, past tense	Focal Point K12, Benchmark assessment, Writing City mini lesson assessments, Brainpop
	L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).			
	L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).			
	L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			

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QUARTER 2					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Vocabulary**	**Assessments**
Reading					
Ask questions; answer questions (who, what, where, when, why); understand which details are more important to the story; demonstrate how the key details support or move the story forward	**RL.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	question, answer, demonstrate, key details, understanding, text, details, information	Focalpoint K12, Benchmark assessment, mini-lesson assessment, Benchmark Literacy Unit Assessments, Quick checks
Retell: stories, fables, folktales from different cultures; answer questions about the text; determine the 'big idea' about the lesson or moral of story; synthesize the message and connect to other stories or lessons	**RL.2.2**	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	recount, fables, folktales, determine, central message, moral, resolution, sequence, problem	
Understand sequence of events in a story; identify major and minor events in a story; identify major and minor characters in a story; describe how characters face different events and challenges in story; understand that characters change as a result of what happens during the story	**RL.2.3**	**Describe how characters in a story respond to major events and challenges.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	describe, major event, minor event, major/minor characters, interaction of characters, challenges, sequence of events	
Demonstrate understanding of character; ask questions; answer who, what, where, when, why questions; understand key details; identify main ideas and key details within the text	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	question, answer, demonstrate, details, text, outline, passage	
Identify main topic within a multi paragraph text; identify the topic sentence of each paragraph in a text; determine how each paragraph supports the main topic being addressed by the author; identify main ideas, key details in a multi-paragraph; understand how to recount details in a multi-paragraph text	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	paragraph, multi-paragraph, main topic, key details, focus, graphic organizer	
Compare and contrast scientific ideas or concepts; demonstrate understanding of the sequence of historical event; comprehend and show understanding of the sequence of steps in a technical procedure; describe how one event, scientific event, or step in a procedure influences another	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	compare, contrast, sequence, historical, technical, scientific, timeline	

Be able to justify author's main points; know how to link people and their ideas; know that an author writes to share what he/she thinks; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Writing City	reasons, justify, explain, details, support, main purpose	
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of a word; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc. and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -action, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	evidence, suffixes, prefixes, multi-syllable, appropriate, irregular	Spelling tests, FocalPoint K12, Benchmark assessment, Benchmark Literacy phonics checks, teacher created quick checks
Writing					
Understand the concept of having an opinion; ability to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.; ability to write a brief opinion piece about a book or story. Provide reason for that opinion.; know common organizational structures such as cause/effect, chronological/sequential order, problem/solution; know what linking words are and how to use them when moving from one reason to another; know that conclusions should restate or sum up the writing	**W.2.1**	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	argument, support claims, substantive topics valid reason, evidence	Writing City rough and final drafts, Benchmark Literacy responses, rubrics, Benchmark writing
Organise thoughts and ideas; use brainstorming, web, clusters to help generate ideas before writing; seek guidance from peers to help add language and ideas to writing; understand and use grammar and spelling conventions; edit for word usage and word choice to help strengthen details; revise sentences and/or paragraphs for clarity	**W.2.5**	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	develop, plan, organize, purpose, editing, revising, proofreading, feedback	

Have a basic keyboarding skills; know how to use the following toolbar functions: bold, underline, font style, font size, set margins, page orientation; have a system for saving and storing work until it is ready for publishing; know and use INternet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check; use programs such as Word, PowerPoint, and Publisher; know and use print commands; know how to work together	**W.2.6**	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spellchecker	
Language					
Know how to print legibly; understand that there are special words used to define a collection of objects people or things (group, herd, school, etc.); know how regular plurals are formed; distinguish between a regular and irregular plural; know that the subjects and predicates in a sentence can be moved and still make sense	L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	legible, collective noun, irregular verbs, pronouns, adjectives, produce, simple sentence, compound sentence, past tense	Focal Point K12, Benchmark assessment, Writing City mini lesson assessments, Brainpop quizzes, grammar checks
	L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.			
	L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
Know the common holiday; understand that product names are words like Nike, Xerox, Hersey, etc.; know that names of countries, cities, states, lakes and mountains need capital letters; understand greetings are and form for ending a letter; understand that an apostrophe replaces missing letters; use spelling patterns, word roots, affixes, syllable construction; use dictionaries or digital media	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	capital, holiday, product names, apostrophe, contractions, greeting, letter, spelling patterns	
	L.2.2a	Capitalize holidays, product names, and geographic names.			
	L.2.2b	Use commas in greetings and closings of letters.			
	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.			
	L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
Understand literal and nonliteral meanings; understand that words have shades or degrees of meaning; understand the connections between words and their use; understand shades of meaning as it relates to state of mind or degree of certainty	L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	shades of meaning, literal meaning, adjectives, adverbs, real life connections, context, specific	
	L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).			
Practice opportunities to hear words used in different contexts; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases; after hearing or reading a word, the student begins to use it in the spoken and written language	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City	academic, specific, general, emotions, actions, precise, shades of meaning	

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QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Vocabulary**	**Assessments**
Reading					
Ask questions; answer questions (who, what, where, when, why); understand which details are more important to the story; demonstrate how the key details support or move the story forward	**RL.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, key details, understanding, text, details, information	Focalpoint K12, Benchmark assessment, mini-lesson assessment, Benchmark Literacy Unit Assessments, Quick checks
Retell: stories, fables, folktales from different cultures; answer questions about the text; determine the 'big idea' about the lesson or moral of story; synthesize the message and connect to other stories or lessons	**RL.2.2**	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fables, folktales, determine, central message, moral, resolution, sequence, problem	
Understand sequence of events in a story; identify major and minor events in a story; identify major and minor characters in a story; describe how characters face different events and challenges in story; understand that characters change as a result of what happens during the story	**RL.2.3**	**Describe how characters in a story respond to major events and challenges.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, major event, minor event, major/minor characters, interaction of characters, challenges, sequence of events	
Distinguish between words and phrases; distinguish the "cadence" of spoken language; ability to hear same and/or differing sounds in words; ability to see and hear the pattern of the spoken language; know that alliteration means words start with the same or similar sounds; know that often authors repeat the same lines for emphasis or effect	**RL.2.4**	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	distinguish, alliteration, emphasis, rhyme, rhythm, repetition	
Understand story structure; understand that the beginning of a story introduces the characters and settings; describe the actions that occur at the ending of the story; know that actions in the story help lead to a resolution	**RL.2.5**	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	analyze, text, paragraph, section, chapter	
Understand character, plot, and setting; analyze text information & illustrations to understand deeper meaning of the story; use opportunities to explore books or stories as digital text	**RL.2.7**	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	illustrations, character, setting, plot, digital text	
Compare and contrast the same text different authors; compare and contrast selected text from different cultures	**RL.2.9**	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, author, culture, character, plot, theme, story, interpretation	

Demonstrate understanding of character; ask questions; answer who, what, where, when, why questions; understand key details; identify main ideas and key details within the text	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, details, text, outline, passage	
Identify main topic within a multi paragraph text; identify the topic sentence of each paragraph in a text; determine how each paragraph supports the main topic being addressed by the author; identify main ideas, key details in a multi-paragraph; understand how to recount details in a multi-paragraph text	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	paragraph, multi-paragraph, main topic, key details, focus, graphic organizer	
Compare and contrast scientific ideas or concepts; demonstrate understanding of the sequence of historical event; comprehend and show understanding of the sequence of steps in a technical procedure; describe how one event, scientific event, or step in a procedure influences another	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, sequence, historical, technical, scientific, timeline	
Determine the meaning of root words in a text; determine the meaning of new words using prefixes and suffixes; identify the meaning of compound words; use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	root word, compound word, prefixes, suffixes, dictionary, digital dictionary	
Demonstrate understanding of text features: capitions, bold print, subheadings, glossaries, electronic menus, icons and indices; show understanding of key facts or information in the text	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	bold print, subheading, caption, icons, glossaries, indexes	
Use pictures and diagrams to gather information for clarification of meaning; know that illustrations help you understand more about the text and the person, place, thing or idea the text is about; connect illustrations with the message	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	images, diagram, charts, graphs, clarify, example, conclusions	
Be able to justify author's main points; know how to link people and their ideas; know that an author writes to share what he/she thinks; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, justify, explain, details, support, main purpose	
Analyze texts; identify the points the author is making; identify the key details presented; describe the similarities of both texts; describe the differences between both texts; state the biggest difference between the two texts; state which piece of text do you like best? Why?	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, illustrations, key details, text, similarities, differences	
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning;	RF.2.3a RF.2.3b	Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams.	Reading A-Z books, Readworks, various	evidence, suffixes, prefixes, multi-syllable,	Spelling tests, FocalPoint K12,

understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of a word; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc. and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -action, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words;	RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	appropriate, irregular	Benchmark assessment, Benchmark Literacy phonics checks, teacher created quick checks
	RF.2.3d	Decode words with common prefixes and suffixes.			
	RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			
	RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			
Set a purpose for reading; use expression when reading; use strategies for self-correction; skim text to check for understanding; scan text to confirm understanding; skim text to confirm understanding; re-read for fluency and comprehension; self-monitor for understanding	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraph, fluently, expression,skimming, scanning, self-monitor	
	RF.2.4a	Read on-level text with purpose and understanding.			
	RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Know the difference between writing text to inform or explain; know how to write a topic sentence; know how to group related information together; understand the importance of including illustrations; use fact, definitions, and details to develop topic; use linking words and phrases to connect ideas; know how to conclude by using a statement or explanation	**W.2.2**	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	topic, inform, explain, topic sentence, examples, definitions, details, quote	Writing City rough and final drafts, Benchmark Literacy responses, rubrics, Benchmark writing
Organise thoughts and ideas; use brainstorming, web, clusters to help generate ideas before writing; seek guidance from peers to help add language and ideas to writing; understand and use grammar and spelling conventions; edit for word usage and word choice to help strengthen details; revise sentences and/or paragraphs for clarity	**W.2.5**	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	develop, plan, organize, purpose, editing, revising, proofreading, feedback	
Have a basic keyboarding skills; know how to use the following toolbar functions: bold, underline, font style, font size, set margins, page orientation; have a system for saving and storing work until it is ready for publishing; know and use INternet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check; use programs such as Word, PowerPoint, and Publisher; know and use print commands; know how to work together	**W.2.6**	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spellchecker	

Know how to use search engines such as Google, Bing, etc.; know hot to use the library to locate print resources such as encyclopedias, magazines, and books; understand how to summarize information; know how to organize information; understand how to sort information by categories; understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps	**W.2.8**	**Recall information from experiences or gather information from provided sources to answer a question.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	sources, list, bibliography citation page, cite, note-taking, paraphrase, internet search, library sources	
Language					
Know the common holiday; understand that product names are words like Nike, Xerox, Hersey, etc.; know that names of countries, cities, states, lakes and mountains need capital letters; understand greetings are and form for ending a letter; understand that an apostrophe replaces missing letters; use spelling patterns, word roots, affixes, syllable construction; use dictionaries or digital media to look for the correct spelling of a word	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	capital, holiday, product names, apostrophe, contractions, greeting, letter, spelling patterns	Focal Point K12, Benchmark assessment, Writing City mini lesson assessments, Brainpop quizzes, grammar checks
	L.2.2a	Capitalize holidays, product names, and geographic names.			
	L.2.2b	Use commas in greetings and closings of letters.			
	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.			
	L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
	L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Understand basic punctuation rules; understand basic capitalization rules; understand basic grammar rules; recognize that words have difference or shades of meaning; know that punctuation like commas, exclamation, and question marks can be used for effect; distinguish between situations that call for formal English and those where informal English is appropriate	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech	
	L.2.3a	Compare formal and informal uses of English			
Understand context clues help provide clues to word or phrase meaning; identify the most common prefixes and roots; know how to use a textbook glossary; use a print or digital dictionary to locate definitions of key words or phrases; understand that sometimes two words can be combined to make a new word	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiply meaning, precise, definition	
	L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.			
	L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).			
	L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			
	L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			
	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
Understand literal and nonliteral meanings; understand that words have shades or degrees of meaning; understand the connections between words and their use; understand shades of meaning as it relates to state of mind or degree of certainty	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, adjectives, adverbs, real life connections, context, specific	

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QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask questions; answer questions (who, what, where, when, why); understand which details are more important to the story; demonstrate how the key details support or move the story forward	**RL.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, key details, understanding, text, details, information	Focalpoint K12, mini-lesson assessment, Benchmark Literacy Unit Assessments, Quick checks
Retell: stories, fables, folktales from different cultures; answer questions about the text; determine the 'big idea' about the lesson or moral of story; synthesize the message and connect to other stories or lessons	**RL.2.2**	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fables, folktales, determine, central message, moral, resolution, sequence, problem	
Understand sequence of events in a story; identify major and minor events in a story; identify major and minor characters in a story; describe how characters face different events and challenges in story; understand that characters change as a result of what happens during the story	**RL.2.3**	**Describe how characters in a story respond to major events and challenges.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, major event, minor event, major/minor characters, interaction of characters, challenges, sequence of events	
Distinguish between words and phrases; distinguish the "cadence" of spoken language; ability to hear same and/or differing sounds in words; ability to see and hear the pattern of the spoken language; know that alliteration means words start with the same or similar sounds; know that often authors repeat the same lines for emphasis or effect	**RL.2.4**	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	distinguish, alliteration, emphasis, rhyme, rhythm, repetition	
Understand story structure; understand that the beginning of a story introduces the characters and settings; describe the actions that occur at the ending of the story; know that actions in the story help lead to a resolution	**RL.2.5**	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	analyze, text, paragraph, section, chapter	
Understand and identify point of view; distinguish one character's point of view from another character's; understand character's voice in literature; distinguish between characters' voices when reading aloud; use different voices for different characters (e.g. high, gruff, low, excited)	**RL.2.6**	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	distinguish, point of view, opinion, dialogue, contrast	
Understand character, plot, and setting; analyze text information & illustrations to understand deeper meaning of the story; use opportunities to explore books or stories as digital text	**RL.2.7**	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	illustrations, character, setting, plot, digital text	

Compare and contrast the same text different authors; compare and contrast selected text from different cultures	**RL.2.9**	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, author, culture, character, plot, theme, story, interpretation	
Recognize a variety of text (stories, poetry); comprehend literature at grade 2-3 complexity levels; read independently and proficiently grade 2-3 complexity levels; read text with multiple layers of meaning; read text implicit and unconventional structures; read text with figurative, purposeful, and academic vocabulary	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comprehend, independently, proficiently, literature, character, plot, setting, author	
Demonstrate understanding of character; ask questions; answer who, what, where, when, why questions; understand key details; identify main ideas and key details within the text	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, details, text, outline, passage	
Identify main topic within a multi paragraph text; identify the topic sentence of each paragraph in a text; determine how each paragraph supports the main topic being addressed by the author; identify main ideas, key details in a multi-paragraph; understand how to recount details in a multi-paragraph text	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	paragraph, multi-paragraph, main topic, key details, focus, graphic organizer	
Compare and contrast scientific ideas or concepts; demonstrate understanding of the sequence of historical event; comprehend and show understanding of the sequence of steps in a technical procedure; describe how one event, scientific event, or step in a procedure influences another	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, sequence, historical, technical, scientific, timeline	
Determine the meaning of root words in a text; determine the meaning of new words using prefixes and suffixes; identify the meaning of compound words; use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	root word, compound word, prefixes, suffixes, dictionary, digital dictionary	
Demonstrate understanding of text features: capitions, bold print, subheadings, glossaries, electronic menus, icons and indices; show understanding of key facts or information in the text	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	bold print, subheading, caption, icons, glossaries, indexes	
Demonstrate understanding of author's intent; determine the information from the text	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	main purpose; author's intent, description, explanation, passage	

Use pictures and diagrams to gather information for clarification of meaning; know that illustrations help you understand more about the text and the person, place, thing or idea the text is about; connect illustrations with the message	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	images, diagram, charts, graphs, clarify, example, conclusions	
Be able to justify author's main points; know how to link people and their ideas; know that an author writes to share what he/she thinks; know that authors use details to help make a point; understand that authors try to explain their thinking; know that an author may have more than one reason to explain his thinking	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, justify, explain, details, support, main purpose	
Analyze texts; identify the points the author is making; identify the key details presented; describe the similarities of both texts; describe the differences between both texts; state the biggest difference between the two texts; state which piece of text do you like best? Why?	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, illustrations, key details, text, similarities, differences	
Experience reading grade level science textbooks; experience reading grade level history/social science textbooks; read informational text independently and proficiently; know how to use text feature to help comprehend information text; know how	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	illustrations, graphics, text, textual features, author, informational text, self-monitoring	
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of a word; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc. and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -action, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words;	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	evidence, suffixes, prefixes, multi-syllable, appropriate, irregular	Spelling tests, FocalPoint K12, Benchmark assessment, Benchmark Literacy phonics checks, teacher created quick checks
	RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			
	RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			
	RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			
	RF.2.3d	Decode words with common prefixes and suffixes.			
	RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			
	RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			
Set a purpose for reading; use expression when reading; use strategies for self-correction; skim text to check for understanding; scan text to confirm understanding; skim text to confirm understanding; re-read for fluency and comprehension; self-monitor for understanding	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraph, fluently, expression,skimming, scanning, self-monitor	
	RF.2.4a	Read on-level text with purpose and understanding.			
	RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					

Understand the concept of having an opinion; ability to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.; ability to write a brief opinion piece about a book or story. Provide reason for that opinion.; know common organizational structures such as cause/effect, chronological/sequential order, problem/solution; know what linking words are and how to use them when moving from one reason to another; know that conclusions should restate or sum up the writing	**W.2.1**	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	argument, support claims, substantive topics valid reason, evidence	Writing City rough and final drafts, Benchmark Literacy responses, rubrics, Benchmark writing
Organise thoughts and ideas; use brainstorming, web, clusters to help generate ideas before writing; seek guidance from peers to help add language and ideas to writing; understand and use grammar and spelling conventions; edit for word usage and word choice to help strengthen details; revise sentences and/or paragraphs for clarity	**W.2.5**	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	develop, plan, organize, purpose, editing, revising, proofreading, feedback	
Have a basic keyboarding skills; know how to use the following toolbar functions: bold, underline, font style, font size, set margins, page orientation; have a system for saving and storing work until it is ready for publishing; know and use INternet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check; use programs such as Word, PowerPoint, and Publisher; know and use print commands; know how to work together	**W.2.6**	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spellchecker	
Know how to select a topic that can be researched; understand how to use reference materials such as encyclopedias, atlas, search engines or databases; understand how to use keywords for searching a topic; understand how to summarize information; know how to use graphic organizers or Thinking Maps logically to move through the research project; understand organizational structures that are used when writing a research report; know how to cite sources	**W.2.7**	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	topic, sources, information, key words, online, information, credit, cite, bibliography, citation page	
Know how to use search engines such as Google, Bing, etc.; know hot to use the library to locate print resources such as encyclopedias, magazines, and books; understand how to summarize information; know how to organize information; understand how to sort information by categories; understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps	**W.2.8**	**Recall information from experiences or gather information from provided sources to answer a question.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	sources, list, bibliography citation page, cite, note-taking, paraphrase, internet search, library sources	

Speaking and Listening					
Teachers models and instructs active listening and staying on topic; teacher models and instructs small and large group discussion; students will follow teacher directed rules for discussion; teacher models and instructs how to appropriately respond to group discussion; students will ask clarifying questions to elaborate on 2nd grade topic and/ or text; know how to contribute to a conversation or discussion; be aware of topics/texts that are being discussed; know how to respond to the ideas of others in the group; use acceptable structures for building on the ideas of their side as of others; know how to express ideas that are similar or different from those already expressed	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	collaboration, conversation, discussion, comments	Projects, rubrics
	SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
	SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.			
	SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.			
Recognize the main ideas presented in text; recognize supporting details; understandi visual, oral, and digital information formats; recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	oral, media, video, graphs, graphics, charts, main idea, supporting ideas, summarize	
Understand what is being said; ask important questions; answer important questions; ask for more information; know the point at which they become confused; realize that additional information is needed for understanding	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	speaker, information, impotand, understand, describe, detail	
Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps; understands organizational structure for presentation such a chronologically, problem/solution, cause and effect, before and after; know that stories are organized with the beginning,a middle, and an end; understand that texts or presentations usually have theme; know that reports have an introduction, body with supporting details, and a conclusion; understand that good presentation skills include speaking clearly, with good pacing, and making eye contact	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	teme, pace, descriptive, relate, recount, recall, relevant	
Understand how to use audio equipment; understand voice pitch and inflection; create visual displays such as legends, charts, graphs, and display boards; select stories or poems for recording	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	presentation, display, visual, theme, enhance, emphasizing	

Understand different levels of speech styles; recognize when formal or informal English is appropriate; understand that talking with friends is informational speech; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations; know that when constructing a formal response, Standard English grammar and language convention must be used	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	audience, formal English, informal English, presentation, respond specific vocabulary	
Language					
Know the common holiday; understand that product names are words like Nike, Xerox, Hersey, etc.; know that names of countries, cities, states, lakes and mountains need capital letters; understand greetings are and form for ending a letter; understand that an apostrophe replaces missing letters; use spelling patterns, word roots, affixes, syllable construction; use dictionaries or digital media to look for the correct spelling of a word	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	capital, holiday, product names, apostrophe, contractions, greeting, letter, spelling patterns	Focal Point K12, Benchmark assessment, Writing City mini lesson assessments, Brainpop quizzes, grammar checks
	L.2.2a	Capitalize holidays, product names, and geographic names.			
	L.2.2b	Use commas in greetings and closings of letters.			
	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.			
	L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
	L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Understand context clues help provide clues to word or phrase meaning; identify the most common prefixes and roots; know how to use a textbook glossary; use a print or digital dictionary to locate definitions of key words or phrases; understand that sometimes two words can be combined to make a new word	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiply meaning, precise, definition	
Understand literal and nonliteral meanings; understand that words have shades or degrees of meaning; understand the connections between words and their use; understand shades of meaning as it relates to state of mind or degree of certainty	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, adjectives, adverbs, real life connections, context, specific	
Practice opportunities to hear words used in different contexts; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases; after hearing or reading a word, the student begins to use it in the spoken and written language	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, specific, general, emotions, actions, precise, shades of meaning	

2nd -Science Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.2.SPM	Structure and Properties of Matter			
Students develop the idea that by taking advantage of the properties of materials, we can solve many problems in our lives. Students will develop an appreciation for the manmade materials of everyday objects, and learn to recognize that those materials are chosen based on their properties. Through hands-on investigation, students will explore the material properties involved in meeting basic needs (such as clothing and cooking). They'll consider the solid and liquid states of matter to understand why plastic was invented. The unit ends with a brainstorming activity about futuristic	**SCI.2.PS1.1**	**Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic Magazines, Studies Weekly, Rubicon atlas	materials, observable properties, disassembled, heating, cooling, properties of matter, states of matter-solid, liquid, gas	Performance Task, teacher created assessments and projects.
	SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**			
	SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**			
	SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**			
	SCI.2.ETS	Engineering Design (Introduce)			
Ask questions and investigate a simple problem; these standards will be addressed with the unit above	SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines	questions, observations, gather information, simple problem, development, improved, tool, sketch, physical model, illustrate, data, solve, compare, strengths, weaknesses	Performance Task, teacher created assessments and projects.
	SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.2.ES	Earth's Systems: Processes that Shape the Earth			
Students develop the idea that water is a powerful force that reshapes the earth's surface. Students see that water isn't just something we drink. It carries sand to create beaches, carves out canyons and valleys and, as ice, scrapes entire areas flat.	**SCI.2.ESS1.1**	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines	Earth, events, solutions, slow, prevent, erosion, earthquakes, volcanoes, landforms, wind barriers, water, weathering	Performance Task, teacher created assessments and projects.
	SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**			
	SCI.2.ETS	Engineering Design (Introduce)			
Ask questions and investigate a simple problem; these standards will be addressed with the unit above	SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines	questions, observations, gather information, simple problem, development, improved, tool, sketch, physical model, illustrate, data, solve, compare, strengths, weaknesses	Performance Task, teacher created assessments and projects.
	SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.2.ES	Earth's Systems: Processes that Shape the Earth			
Students develop the idea that water is a powerful force that reshapes the earth's surface. Students see that water isn't just something we drink. It	**SCI.2.ESS2.2**	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z,	land, bodies of water, area, model, Great Lakes, Great Lakes basin, local land area,	Performance Task, teacher created assessments
	SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**			
	SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**			

carries sand to create beaches, carves out canyons and valleys and, as ice, scrapes entire areas flat.	**SCI.2.ESS2.3MI**	**Obtain information to identify where freshwater is found on Earth, including the Great Lakes and Great Lakes Basin**	Reading A-Z, YouTube videos, Scholastic magazines	Earth, solid, liquid, fresh water	and projects.
	SCI.2.ETS	Engineering Design			
Ask questions and investigate a simple problem; these standards will be addressed with the unit above	SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines	questions, observations, gather information, simple problem, development, improved, tool, sketch, physical model, illustrate, data, solve, compare, strengths, weaknesses	performance task, teacher created assessments and projects
	SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 4

Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	SCI.2.IRE	Interdependent Relationships in Ecosystems			
Students develop a sense of wonder for biodiversity: the sheer range and variety of animals found on earth. Students gain practical experience in identifying animals and sorting them into scientific groups, and apply their knowledge in an engineering design challenge. This unit introduces two critically important concepts in biology: “habitat” and “species,” foundational concepts which will be revisited and refined at higher grade levels.	SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow	Mystery Science, Interactive Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines, graphic organizers	plants, sunlight, water, model, mimics, function, dispersing, seeds, pollinating, diversity, habitats, life cycle, animal	Teacher created assessments and projects.
	SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants			
	SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats			
	SCI.2.ETS	Engineering Design			
Ask questions and investigate a simple problem; these standards will be addressed with the unit above	SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Discovery Education, Brain Pop, Science A-Z, Reading A-Z, YouTube videos, Scholastic magazines	questions, observations, gather information, simple problem, development, improved, tool, sketch, physical model, illustrate, data, solve, compare, strengths, weaknesses	Teacher created assessments and projects.
	SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

2nd -Social Studies Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Core democratic values; local government and its role in the community; community responsibility; citizenship; Constitution Day	**2.C1**	**Conceptual Foundations of Civic and Political Life**	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	Government, government action, private action, patriotism, individual rights, common good, citizens, Pledge of Allegiance, community, Core Democratic Values, local, enforce, laws, personal responsibility, civic responsibility, conflicts, resolution	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment
	2 - C1.0.1	Explain why people form governments.			
	2 - C1.0.2	Distinguish between government action and private action.			
	2.C2	**Values and Principles of American Democracy**			
	2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.			
	2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.			
	2.C3	**Relationships of the United States to Other Nations and World Affairs**			
	2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.			
	2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.			
	2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).			
	2.P3	**Public Discourse and Decision Making**			
	2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.			
	2.P4	**Citizen Involvement**			
	2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			
	2 - P4.2.2	Participate in projects to help or inform others.			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	2.C5	**Citizenship in the United States**			
Community responsibility; citizenship	2 - C5.0.1	Identify ways citizens participate in community decisions.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly,	citizens, community decisions, personal responsibilities, civic responsibilities, improvement, inform	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment
	2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.			
	2 - C5.0.3	Design and participate in community improvement projects that help or inform others.			
	2.E1	**The Market Economy**			
Goods and services; resources; economics	2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly,	Goods. services, needs, wants, resources, natural resources, human resources, capital resources, opportunity cost, consumer, produce, producer, trade, community members	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment
	2 - E1.0.2	Identify businesses in the local community.			
	2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.			
	2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.			
	2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.			

	2.P3	**Public Discourse and Decision Making**			
Identify a public issue, inform others through a project (can include C5.0.3)	2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	public issue, local community, influence, daily lives, develop, implement, action plan, inform	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment, projects
	2.P4	**Citizen Involvement**			
	2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			
	2 - P4.2.2	Participate in projects to help or inform others.			
QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**			
Make and use maps to understand the local community and other communities	2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	map, globe, symbols, compass rose, labels, legends, human characteristics, natural characteristics, physical characteristics, location, distance, direction, scale, rural, urban, suburban, region, county, metropolitan area, state, city, country, landforms, environment, diversity	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment, student created map, projects
	2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.			
	2.G2	**Place and Regions**			
	2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.			
	2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).			
	2.G4	**Human Systems**			
	2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).			
	2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.			
	2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.			
	2.P3	**Public Discourse and Decision Making**			
Identify a public issue, inform others through a project	2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Plan	public issue, local community, influence, daily lives, develop, implement, action plan, inform	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment, student created poster, projects
	2.P4	**Citizen Involvement**			
	2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			
	2 - P4.2.2	Participate in projects to help or inform others.			
QUARTER 4					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	2.G5	**Environment and Society**			
Understand the effects of human-environment interactions	2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	MI Open Book Project, MC3 Wayne RESA,	interaction, environment, local community,	Teacher created assessments,

	2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Planet	consequences, physical environment	Rubicon Atlas end of lesson & end of unit assessment, projects
	2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**			
Use historical thinking to understand the past	2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Planet	chronological order, past, present, future, event, role, history, changes, problem, resolve, historical narrative	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment, student created timeline, projects
	2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .			
	2 - H2.0.3	Use an example to describe the role of the individual in creating history.			
	2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).			
	2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.			
	2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).			
	2.P3	**Public Discourse and Decision Making**			
Identify a public issue, collect and analyze data, propose and present a solution ; analyze how conflicts arise and express a position	2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	MI Open Book Project, MC3 Wayne RESA, Rubicon Atlas, Trade books, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, YouTube, Scholastic Magazines, Studies Weekly, Promethean Planet	publis issues, community, influence, graphic data, sources, analyze, alternative resolutions, conflicts, core democratic values, public policy, statement, position, argument, implement, action plan, inform	Teacher created assessments, Rubicon Atlas end of lesson & end of unit assessment, student created map, projects
	2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.			
	2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.			
	2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.			
	2.P4	**Citizen Involvement**			
	2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			
	2 - P4.2.2	Participate in projects to help or inform others.			

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QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	2.OA.A				
Represent and solve problems involving addition and subtraction.	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	addition, subtraction, one-step, two-step, adding to, taking from, putting together, taking apart, comparing, unknows, equations, symbol	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.OA.B				
Add and subtract within 20.	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	add, subtract, mental strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.OA.C				
Work with equal groups of objects to gain foundations for multiplication.	2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	odd, even, equation, addends	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	rectangular arrays, rows, columns, equation, addends	

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	2.OA.A				
Represent and solve problems involving addition and subtraction.	**2.OA.A.1**	**Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	addition, subtraction, one-step, two-step, adding to, taking from, putting together, taking apart, comparing, unknows, equations, symbol	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.OA.B				
Add and subtract within 20.	**2.OA.B.2**	**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	add, subtract, mental strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.A				
Understand place value.	**2.NBT.A.1**	**Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, unit cubes, tens, ones, place-value chart, anchor charts	digits, hundreds, tens, ones	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.A.1a	**100 can be thought of as a bundle of ten tens — called a "hundred."**		bundle	
	2.NBT.A.1b	**The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).**		hundreds	
	2.NBT.A.2	**Count within 1000; skip-count by 5s, 10s, and 100s.**		skip-count	
	2.NBT.A.3	**Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**		base-ten numerals, number names, expanded form	
	2.NBT.A.4	**Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.**		compare, greater than, less than, equal to	
	2.NBT.B				
Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.5**	**Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	fluency, strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		place value, operation	

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	2.OA.A				
Represent and solve problems involving addition and subtraction.	**2.OA.A.1**	**Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	addition, subtraction, one-step, two-step, adding to, taking from, putting together, taking apart, comparing, unknows, equations, symbol	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.OA.B				
Add and subtract within 20.	**2.OA.B.2**	**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	add, subtract, mental strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.A				
Understand place value.	**2.NBT.A.1**	**Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, unit cubes, tens, ones, place-value chart, anchor charts	digits, hundreds, tens, ones	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.A.1a	**100 can be thought of as a bundle of ten tens — called a "hundred."**		bundle	
	2.NBT.A.1b	**The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).**		hundreds	
	2.NBT.A.2	**Count within 1000; skip-count by 5s, 10s, and 100s.**		skip-count	
	2.NBT.A.3	**Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.**		base-ten numerals, number names, expanded form	
	2.NBT.A.4	**Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.**		compare, greater than, less than, equal to	
	2.NBT.B				
Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.5**	**Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	fluency, strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		two-digit numbers, properties of operations	
	2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose		concrete models, place value, strategy, compose, decompose	
	2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		mental math	
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.		place value, operation	
	2.MD.A				

Measure and estimate lengths in standard units.	**2.MD.A.1**	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, rulers, yardsticks, meter sticks, meauring tapes	length, tools, yardsticks, meter sticks, measuring tape	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.MD.A.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**		length units, relate, size, unit	
	2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.		inches, feet, centimeters, meters	
	2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		longer, shorter, difference	
	2.MD.C				
Work with time and money.	**2.MD.C.7**	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, analog clocks, digital clocks, play money, anchor charts	analog, digital, a.m., p.m.	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**		dollars, quarters, dimes, nickels, pennies, cents	

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QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	2.OA.A				
Represent and solve problems involving addition and subtraction.	**2.OA.A.1**	**Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	addition, subtraction, one-step, two-step, adding to, taking from, putting together, taking apart, comparing, unknows, equations, symbol	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.OA.B				
Add and subtract within 20.	**2.OA.B.2**	**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	add, subtract, mental strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.NBT.B				
Use place value understanding and properties of operations to add and subtract.	**2.NBT.B.5**	**Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	fluency, strategies	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose		concrete models, place value, strategy, compose, decompose	
	2.MD.B				
Relate addition and subtraction to length.	**2.MD.B.5**	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, number line	lengths, units, equations, symbol, unknown number	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**		whole numbers, number line, sums	
	2.MD.C				
Work with time and money.	**2.MD.C.7**	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, analog clocks, digital clocks, play money, anchor charts	analog, digital, a.m., p.m.	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**		dollars, quarters, dimes, nickels, pennies, cents	
	2.MD.D				
Represent and interpret data.	2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, measuring tools, anchor charts of various graphs	measurement, data, whole unit, line plot	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.		picture graph, bar graph, single-unit scale, put-together, take-apart	
	2.G.A				

Reason with shapes and their attributes.	**2.G.A.1**	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12, 2D and 3D shapes, fraction manipulatives	attributes, angles, equal, faces, triangles, quadrilaterals, pentagons, hexagons, cubes	Eureka Math exit tickets, quick checks, Focal Point K12 items
	2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**		partition, rows, columns	
	2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		equal shares, halves, thirds, half of, third of	

3rd - ELA Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask and answer questions (who, what, when, why, where); refer to text for answer; synthesize information about in text in order to answer questions about the text	**RL.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, demonstrate, understanding, text, answer, details, sequence	Reading A-Z comprension test. Focal point sequencing quiz.
Retell stories in sequential order; distinguish different genre: fables, folktales, myths; determine the central message, lesson, or moral in a story; explain how the central message lesson or moral is conveyed through key details	**RL.3.2**	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	Brain pop quiz, Reading A-Z comprension quiz.
Understand the sequence of events in a story; identify major/minor characters; describe characters by citing their traits, motivations, and emotions; understand and explain how the characters' actions contribute to major and minor events of the story	**RL.3.3**	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	Character trait quiz using A-Z. Focal point quiz sequence of events.
Distinguish between words, phrases, and sentences; determine word and phrase meaning through context; distinguish between literal and nonliteral language	**RL.3.4**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, phrases, non-literal, literal, context clues, distinguish	Vocabulary quiz, Reading A-Z comprehension quiz.
Form and ask questions; understand the details in the text; answer questions that demonstrate understanding such as who, what, when, where, and why; refer to text for answers	**RI.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, understanding, text	Teachers pay teachers quiz asking questions.
Determine the main idea of informational text; recount the key details; explain how the key details support the main idea	**RI.3.2**	**Determine the main idea of a text; recount the key details and explain how they support the main idea.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, recount, key details, support	Reading A-Z comprension test. Focal point sequencing quiz.
Be able to describe relationships; identify historical events and scientific ideas; be able to sequence steps in a procedure; use language of time, such as long ago, in this decade, century, in the future; use language of cause and effect; understand a "series of events" and "steps in a procedure;" describe the impact an early event had on something that happened later in the text	**RI.3.3**	**Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect	Reading A-Z cause and effect worksheet.

Understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words in science, history/social studies; understand that words may be used as figurative language; use antonyms and synonyms as clues to find the meaning of grade level words	**RI.3.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, Greek, Latin, prefixes, suffixes, root words, dictionary, glossary, Google, multiple meanings, figurative language	Vocabulary quiz focal point.
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of words; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc., and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -ation,-ly, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	decode, suffixes, prefixes, multi-syllable, appropriate, irregular, Latin, analyze	Phonics test, spelling test
	RF.3.3c	Decode multisyllable words.			
Set a purpose for reading; use expression when reading; use strategies for self-correction; recognize when they have become confused or have lost meaning of the text; skim the text; re-read for fluency and comprehension; self-monitor for understanding	RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraphs, fluently, expression, skimming, scanning, self-monitor	
Writing					
Know that a narrative tells a story; understand who is telling the story; know how to move from one event to another; use the characters words to help explain what is happening in the story; recognize transitional words; understand story elements; understand dialoguing	**W.3.3**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	setting, major/minor character, problem, details, descriptive words, information, events, details, experience	Students completed writing prompt "First Day Jitters."
	W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**			
	W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**			
	W.3.3c	**Use temporal words and phrases to signal event order.**			
	W.3.3d	**Provide a sense of closure.**			
Select appropriate writing topics; know when to use formal or informal register for writing; be able to organize thoughts quickly; organize thoughts to focus on a topic; recognize the purpose for writing; know your audience; know how to research a topic using various sources;know how to conclude different types of writings; know that a research paper hass an introduction, body, and a conclusion; know that for writing a research project you must include and cite various sources	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	
Speaking and Listening					
Identify the reasons a speaker gives to support their argument; know that facts, examples, explanations can be used as support for an opinion; infer messages that the speaker gives	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, speakers, support, evidence, points, opinions, conclusions	Students read their completed writing prompts.

Understand different levels of speech styles; recognize when formal and informal English is appropriate; understand that talking with friends is informal speech; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations; know that when constructing a formal response, Standard English grammar and language convention must be used	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	audience, formal English, informal English, presentation, respond, specific vocabulary	Presentation rubric
Language					
Write legibly using cursive or joined italics; know the rules that govern common grammar; understand subject/verb agreement; recognize and write simple, compound, and complex sentences; understand comparative and superlative	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comparative, superlative, specific, object, simple sentences, compound sentences, complex sentences	DOL Quiz, spelling test
Understand that words have shades of meaning; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, specific, general, emotions, actions, precise, shades of meaning	Focal point test

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask and answer questions (who, what, when, why, where); refer to text for answer; synthesize information about in text in order to answer questions about the text	**RL.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, demonstrate, understanding, text, answer, details, sequence	Reading A-Z comprehension test
Retell stories in sequential order; distinguish different genre: fables, folktales, myths; determine the central message, lesson, or moral in a story; explain how the central message lesson or moral is conveyed through key details	**RL.3.2**	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	Brain pop Quiz, Reading A-Z Comprehnsion quiz
Understand the sequence of events in a story; identify major/minor characters; describe characters by citing their traits, motivations, and emotions; understand and explain how the characters' actions contribute to major and minor events of the story	**RL.3.3**	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	Read works story element test
Distinguish between words, phrases, and sentences; determine word and phrase meaning through context; distinguish between literal and nonliteral language	**RL.3.4**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, phrases, non-literal, literal, context clues, distinguish	Reading A-Z comprehension test, Focal point test
Understand differences between story, drama, and poem and their parts (chapter, scence, stanza); use vocabulary particular to each genre when speaking or writing; describe how each part builds on earlier sections when discussing or writing about story, drama, or poems	**RL.3.5**	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	refer, text, drama/play, stage directions, act/scene, cast, story, chapter, poem/poetry, verse, stanza	Readworks reading passage questions
Understand point of view; know what is meant by "first person;" know what is meant by "third person;" distinguish between one's own point of view and another's	**RL.3.6**	**Distinguish their own point of view from that of the narrator or those of the characters.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	distinguish, point of view, first person, third person, narrator	Focal point test, story elements, Reading A-Z comprehsion test
Form and ask questions; understand the details in the text; answer questions that demonstrate understanding such as who, what, when, where, and why; refer to text for answers	**RI.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, understanding, text	Brain pop quiz, asking and answering questions, Reading A-Z comprehension test
Determine the main idea of informational text; recount the key details; explain how the key details support the main idea	**RI.3.2**	**Determine the main idea of a text; recount the key details and explain how they support the main idea.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, recount, key details, support	Reading A-Z comprehnsion test, teacher pay teachers worksheet

Be able to describe relationships; identify historical events and scientific ideas; be able to sequence steps in a procedure; use language of time, such as long ago, in this decade, century, in the future; use language of cause and effect; understand a "series of events" and "steps in a procedure;" describe the impact an early event had on something that happened later in the text	**RI.3.3**	**Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect	cause/effect, exit slip, Readworks test
Understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words in science, history/social studies; understand that words may be used as figurative language; use antonyms and synonyms as clues to find the meaning of grade level words	**RI.3.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, Greek, Latin, prefixes, suffixes, root words, dictionary, glossary, Google, multiple meanings, figurative language	Phonic worksheet, spelling test, DOL Quiz
Understand basic keyboarding skills; understand Internet usage; determine relevant information; understand the importance of keywords	**RI.3.5**	**Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	locate, key words, information, relevant, importance, organized	Brainpop quiz
Demonstrate understanding of the author's intent; determine information from the text; look for language or ideas expressing what the author believes about the information they are presenting; understand who is speaking, express their own thoughts about the information they have read	**RI.3.6**	**Distinguish their own point of view from that of the author of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	valid, information, text, authors, provide, point of view, accounts	Super Teacher point of view quiz
Identify facts and details the author has cited as evidence to support his point; identify how one sentence is connected to the sentence before and after it; understand how a concept continues from one paragraph to another; understand cause and effect; understand comparisons; understand the importance of sequencing	**RI.3.8**	**Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, author, author's message, author' claim, detail, comparison, cause/effect, sequential order	Focal Point sequencing test
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of words; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc., and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -ation,-ly, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	decode, suffixes, prefixes, multi-syllable, appropriate, irregular, Latin, analyze	Spelling test
	RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.			
	RF.3.3c	Decode multisyllable words.			

Set a purpose for reading; use expression when reading; use strategies for self-correction; recognize when they have become confused or have lost meaning of the text; skim the text; re-read for fluency and comprehension; self-monitor for understanding	RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraphs, fluently, expression, skimming, scanning, self-monitor	DRA, running records
Writing					
KNow the difference between writing text to inform or explain; know how to write a topic sentence; know how to group related information together; understand the importance of including illustrations; use facts, definitions, and details to develop topic; use linking words and phrases to connect ideas; know how to conclude by using a statement or explanation	**W.3.2**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	topic, inform, explain, topic sentence, examples, definitions, details, quotations	Read Works, respond to question, TDA question
	W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**			
	W.3.2b	**Develop the topic with facts, definitions, and details.**			
	W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**			
	W.3.2d	**Provide a concluding statement or section.**			
Know how to use search engines such as Google, Bing, etc.; know how to use the library to locate print resources such as encyclopedias, magazines, and books; understand how to summarize information; know how to organize information; understand how to sort information by categories; understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers or Thinking Maps	**W.3.8**	**Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	sources, list, bibliography, citation page, cite, note-taking, paraphrasing, internet search, library sources	Raz Kids Comprehension quiz using chromebooks
Select appropriate writing topics; know when to use formal or informal register for writing; be able to organize thoughts quickly; organize thoughts to focus on a topic; recognize the purpose for writing; know your audience; know how to research a topic using various sources;know how to conclude different types of writings; know that a research paper hass an introduction, body, and a conclusion; know that for writing a research project you must include and cite various sources	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	Writing City writing pieces, assessments
Speaking and Listening					
Identify the reasons a speaker gives to support their argument; know that facts, examples, explanations can be used as support for an opinion; infer messages that the speaker gives	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, speakers, support, evidence, points, opinions, conclusions	Students read current writing peice
Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Think Maps; understand organizational structure for presentation such as chronologically, problem/solution, cause and effect, before and after; know that stories are organized with a beginning, a middle, and an end; understand that text or presentation usually have theme; know that reports have an introduction, body with supporting details, and a conclusion; understand that good presentations skills include speaking clearly, wit good pacing, and making eye contact	SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, pace, descriptive, relate, recount, recall relevant	Research paper

Language					
Write legibly using cursive or joined italics; know the rules that govern common grammar; understand subject/verb agreement; recognize and write simple, compound, and complex sentences; understand comparative and superlative	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comparative, superlative, specific, object, simple sentences, compound sentences, complex sentences	Spelling test, DOL quiz
	L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.			
	L.3.1b	Form and use regular and irregular plural nouns.			
	L.3.1h	Use coordinating and subordinating conjunctions.			
	L.3.1i	Produce simple, compound, and complex sentences.			
Understand the use of quotation marks to denote that someone is speaking or quoting from the text; understand the use commas in dialogue; identify complete sentences and independent clauses; understand the use of capital letters at the beginning of a sentence, titles, and proper names; use spelling patterns, word roots, affixes, syllable construction; use dictionaries or digital media to look for the correct spelling of a word	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	analogies, generalization, dictionary appropriate, roots, affices, compound sentences, simple sentences, conjunctions, quotes	Phonic Packet
	L.3.2a	Capitalize appropriate words in titles.			
	L.3.2b	Use commas in addresses.			
	L.3.2c	Use commas and quotation marks in dialogue.			
	L.3.2d	Form and use possessives.			
	L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
Understand context clues help provide clues to word or phrase meaning; identify the most common Greek and Latin affixes and roots; know how to use a textbook glossary; access reference materials to help determine the precise meaning of key words; use a print or digital dictionary to locate definitions of key words or phrases; identify alternate word choices using print or digital thesaurus and dictionaries	L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, pace, descriptive, relate, recount, recall relevant	Focal Point test
	L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			
Understand that words have shades of meaning; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, specific, general, emotions, actions, precise, shades of meaning	Focal Point test

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask and answer questions (who, what, when, why, where); refer to text for answer; synthesize information about in text in order to answer questions about the text	**RL.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, demonstrate, understanding, text, answer, details, sequence	Reading A-Z comprehension test
Retell stories in sequential order; distinguish different genre: fables, folktales, myths; determine the central message, lesson, or moral in a story; explain how the central message lesson or moral is conveyed through key details	**RL.3.2**	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	Brain pop Quiz, Reading A-Z Comprehnsion quiz
Understand the sequence of events in a story; identify major/minor characters; describe characters by citing their traits, motivations, and emotions; understand and explain how the characters' actions contribute to major and minor events of the story	**RL.3.3**	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	Read works story element test
Distinguish between words, phrases, and sentences; determine word and phrase meaning through context; distinguish between literal and nonliteral language	**RL.3.4**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, phrases, non-literal, literal, context clues, distinguish	Reading A-Z comprehension test, Focal point test
Understand point of view; know what is meant by "first person;" know what is meant by "third person;" distinguish between one's own point of view and another's	**RL.3.6**	**Distinguish their own point of view from that of the narrator or those of the characters.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	distinguish, point of view, first person, third person, narrator	Focal point test, story elements, Reading A-Z comprehsion test
Understand character, plot, setting; recognize how illustrations contribute to a story; explain how illustrations contribute to a story; explain how illustrations contribute to what is conveyed in words in text to create mood and describe character or setting	**RL.3.7**	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	illustration(s), contribute, contribution, convey, aspect(s), mood	Reading A-Z comprehension tests, Focal Point assessments
Able to compare and contrast; understand theme, setting, and plot; recognize author; recognize how a character remains the same and changes in different stories or books by the same author; compare and contrast the themes, settings and plots	**RL.3.9**	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, theme, setting, plot, author, character, text	Reading A-Z comprehension tests, Focal Point assessments
Form and ask questions; understand the details in the text; answer questions that demonstrate understanding such as who, what, when, where, and why; refer to text for answers	**RI.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, understanding, text	Reading A-Z comprehension tests, Focal Point assessments

Determine the main idea of informational text; recount the key details; explain how the key details support the main idea	**RI.3.2**	**Determine the main idea of a text; recount the key details and explain how they support the main idea.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, recount, key details, support	Reading A-Z comprehension tests, Focal Point assessments
Be able to describe relationships; identify historical events and scientific ideas; be able to sequence steps in a procedure; use language of time, such as long ago, in this decade, century, in the future; use language of cause and effect; understand a "series of events" and "steps in a procedure;" describe the impact an early event had on something that happened later in the text	**RI.3.3**	**Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect	Reading A-Z comprehension tests, Focal Point assessments
Understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words in science, history/social studies; understand that words may be used as figurative language; use antonyms and synonyms as clues to find the meaning of grade level words	**RI.3.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, Greek, Latin, prefixes, suffixes, root words, dictionary, glossary, Google, multiple meanings, figurative language	Reading A-Z comprehension tests, Focal Point assessments
Demonstrate understanding of the author's intent; determine information from the text; look for language or ideas expressing what the author believes about the information they are presenting; understand who is speaking, express their own thoughts about the information they have read	**RI.3.6**	**Distinguish their own point of view from that of the author of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	valid, information, text, authors, provide, point of view, accounts	Reading A-Z comprehension tests, Focal Point assessments
Understand maps and legends; understand the importance of pictures and how they relate to text; understand that informational text gives the where, when, why, and how events occur; understand that key information is found in the graphic that accompany the text; explain what they learned from the text	**RI.3.7**	**Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, information, convey, map, may key/legend, event, occur, illustration	Reading A-Z comprehension tests, Focal Point assessments
Identify the points an author is trying to make; identify the key details presented; unde note-taking to help keep track of key details and important points in a text; compare and contrast the point made in two different texts; name key details and points that are the same or different in two texts	**RI.3.9**	**Compare and contrast the most important points and key details presented in two texts on the same topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, topics, similar, different, points, key details	Reading A-Z comprehension tests, Focal Point assessments
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of words; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc., and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -ation,-ly, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	decode, suffixes, prefixes, multi-syllable, appropriate, irregular, Latin, analyze	Spelling tests, grammar tests
	RF.3.3b	Decode words with common Latin suffixes.			
	RF.3.3c	Decode multisyllable words.			

Set a purpose for reading; use expression when reading; use strategies for self-correction; recognize when they have become confused or have lost meaning of the text; skim the text; re-read for fluency and comprehension; self-monitor for understanding	RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraphs, fluently, expression, skimming, scanning, self-monitor	Running records
Writing					
Chose a topic; state an opinion about the topic; know common organizational structures such as cause/effect, chronological/sequential order, problem/solution; know what linking words are and how to use them when moving from one reason to another; know that conclusions should restate or sum up the writing	**W.3.1**	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	fact/opinion, topic, point of view, introduction/conclusion statements, support, organizational structure, linking words	Writing City writing pieces, rubrics
	W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**			
	W.3.1b	**Provide reasons that support the opinion.**			
	W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.**			
	W.3.1d	**Provide a concluding statement or section.**			
Know how to write in a sequential manner; understand why you are writing; understand for whom you are writing; understand the writing; understand how the writing moves from beginning to the end, or from introduction to conclusion; understand the purposes such as writing to persuade, inform, entertain; recognize and use organizational structures such as chronological order, cause and effect, etc.	**W.3.4**	**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	organize, purpose, audience, chronological order, sequential order, cause/effect, develop, persuade, entertain, inform	
Organize thoughts and ideas; use brainstorming, webs, clusters to help generate ideas before writing; seek guidance from peers to help add language and ideas to writing; ask adults for help in revising and editing; understand and use grammar and spelling conventions; edit for word usage and word choice to help strengthen details; revise sentence and/or paragraphs for clarity	**W.3.5**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	develop, plan, organize purpose, editing, reviding, proofreading, feedback	
Have a basic keyboarding skills; know how to use the following toolbar function: bold, underline, font style, font size, set margins, page orientation; have a system for saving and storing work until it is ready for publishing; know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check; uns programs such as WOrd, PowerPoint, and Publisher; know and use print commands; know how to work together	**W.3.6**	**With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	technology, digital, word processing, copy and paste, PowerPoint, Google, search engine, toolbar, spellcheck	
Select appropriate writing topics; know when to use formal or informal register for writing; be able to organize thoughts quickly; organize thoughts to focus on a topic; recognize the purpose for writing; know your audience; know how to research a topic using various sources;know how to conclude different types of writings; know that a research paper hass an introduction, body, and a conclusion; know that for writing a research project you must include and cite various sources	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	
Speaking and Listening					

Work with a partner; develop good study habits; use rules for conversations; recognize the ideas of others; build upon ideas; ask questions to check understanding; offer comments or suggestions	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	discussion, conversation, group work, understanding, role, comments	Presentation rubrics, group projects
	SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
	SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
	SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
	SL.3.1d	Explain their own ideas and understanding in light of the discussion.			
Recognize the main ideas presented in text; recognize supporting details; understand visual, oral, and digital information formats; recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	oral, media, video, graphs, graphics, chars, main idea, supporting ideas, summarize	
Identify the reasons a speaker gives to support their argument; know that facts, examples, explanations can be used as support for an opinion; infer messages that the speaker gives	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, speakers, support, evidence, points, opinions, conclusions	
Understand how to use audio equipment; understand voice pitch and influence; create visual displays such as legends, charts, graphs, and display boards; select visuals to add to a poem or story being read	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	presentation, display, visual, theme, enhance, emphasizing	
Understand different levels of speech styles; recognize when formal and informal English is appropriate; understand that talking with friends is informal speech; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations; know that when constructing a formal response, Standard English grammar and language convention must be used	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	audience, formal English, informal English, presentation, respond, specific vocabulary	
Language					
Write legibly using cursive or joined italics; know the rules that govern common grammar; understand subject/verb agreement; recognize and write simple, compound, and complex sentences; understand comparative and superlative	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comparative, superlative, specific, object, simple sentences, compound sentences, complex sentences	Writing City assessments, grammar tests
	L.3.1c	Use abstract nouns (e.g., childhood).			
	L.3.1d	Form and use regular and irregular verbs.			
	L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.			
Understand basic punctuation rules; understand basic capitalization rules; understand basic grammar rules; recognize that words have differences or shades of meaning; know that punctuation like commas, exclamation, and question marks can be used for effect; distinguish between situations that call for formal English and those where informal English is appropriate	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech	
	L.3.3a	Choose words and phrases for effect.			
	L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.			

Understand context clues help provide clues to word or phrase meaning; identify the most common Greek and Latin affixes and roots; know how to use a textbook glossary; access reference materials to help determine the precise meaning of key words; use a print or digital dictionary to locate definitions of key words or phrases; identify alternate word choices using print or digital thesaurus and dictionaries	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiply meaning, precise, definition, affixes (prefix, suffixes)	
Understand that words have shades of meaning; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, specific, general, emotions, actions, precise, shades of meaning	

3rd - ELA Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Ask and answer questions (who, what, when, why, where); refer to text for answer; synthesize information about in text in order to answer questions about the text	**RL.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, demonstrate, understanding, text, answer, details, sequence	Reading A-Z comprehension test
Retell stories in sequential order; distinguish different genre: fables, folktales, myths; determine the central message, lesson, or moral in a story; explain how the central message lesson or moral is conveyed through key details	**RL.3.2**	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	Reading A-Z comprehension test
Understand the sequence of events in a story; identify major/minor characters; describe characters by citing their traits, motivations, and emotions; understand and explain how the characters' actions contribute to major and minor events of the story	**RL.3.3**	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	Reading A-Z comprehension test
Distinguish between words, phrases, and sentences; determine word and phrase meaning through context; distinguish between literal and nonliteral language	**RL.3.4**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, phrases, non-literal, literal, context clues, distinguish	Reading A-Z comprehension test
Recognize genre in literature, including stories, dramas, and poetry; read independently and proficiently at the high end of the 2-3 grade complexity band; comprehend literature read at the high end of the 2-3 grade complexity band	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comprehend, literature, story, drama, poetry, independently, proficiently, chart	Reading A-Z comprehension test
Form and ask questions; understand the details in the text; answer questions that demonstrate understanding such as who, what, when, where, and why; refer to text for answers	**RI.3.1**	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	question, answer, demonstrate, understanding, text	Reading A-Z comprehension test
Determine the main idea of informational text; recount the key details; explain how the key details support the main idea	**RI.3.2**	**Determine the main idea of a text; recount the key details and explain how they support the main idea.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, recount, key details, support	Reading A-Z comprehension test
Be able to describe relationships; identify historical events and scientific ideas; be able to sequence steps in a procedure; use language of time, such as long ago, in this decade, century, in the future; use language of cause and effect; understand a "series of events" and "steps in a procedure;" describe the impact an early event had on something that happened later in the text	**RI.3.3**	**Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	relationship, events, concepts, technical, procedure, scientific, historical, sequence, cause/effect	Reading A-Z comprehension test

Understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words in science, history/social studies; understand that words may be used as figurative language; use antonyms and synonyms as clues to find the meaning of grade level words	**RI.3.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, Greek, Latin, prefixes, suffixes, root words, dictionary, glossary, Google, multiple meanings, figurative language	Reading A-Z comprehension test
Know how to use text features to help comprehend informational text; have experience reading grade level science textbooks; have experience reading grade level history/social science textbooks; read informational texts independently and proficiently; know ow to self-monitor for understanding	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	science book, history book, informational text, non-fiction text	Reading A-Z comprehension test
Foundational Skills					
Understand that meaningful chunks can be added to words to change their meaning; understand that prefixes are added to the beginning of the word; know the meaning of common prefixes such as re-, un-, dis-, etc.; understand that suffixes are added to the ending of words; recognize the derivational suffixes, -ly, -ish, -hood, -ful, -ness, -ment, etc., and how they change the meaning of a word; recognize common Latin suffixes, such as -ment, -ation,-ly, -able/ible, etc.; recognize and use common syllable patterns such as doubles, to help decode multisyllabic words; know and read fluently regularly spelled words	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	decode, suffixes, prefixes, multi-syllable, appropriate, irregular, Latin, analyze	Spelling tests, grammar tests
	RF.3.3c	Decode multisyllable words.			
	RF.3.3d	Read grade-appropriate irregularly spelled words.			
Set a purpose for reading; use expression when reading; use strategies for self-correction; recognize when they have become confused or have lost meaning of the text; skim the text; re-read for fluency and comprehension; self-monitor for understanding	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	selection, strategies, paragraphs, fluently, expression, skimming, scanning, self-monitor	Running records
	RF.3.4a	Read on-level text with purpose and understanding.			
	RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings			
	RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Know how to write in a sequential manner; understand why you are writing; understand for whom you are writing; understand the writing; understand how the writing moves from beginning to the end, or from introduction to conclusion; understand the purposes such as writing to persuade, inform, entertain; recognize and use organizational structures such as chronological order, cause and effect, etc.	**W.3.4**	**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	organize, purpose, audience, chronological order, sequential order, cause/effect, develop, persuade, entertain, inform	Writing City assessments
Organize thoughts and ideas; use brainstorming, webs, clusters to help generate ideas before writing; seek guidance from peers to help add language and ideas to writing; ask adults for help in revising and editing; understand and use grammar and spelling conventions; edit for word usage and word choice to help strengthen details; revise sentence and/or paragraphs for clarity	**W.3.5**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	develop, plan, organize purpose, editing, reviding, proofreading, feedback	

KNow how to select a topic that can be researched; understand how to use reference materials such as encyclopedias, atlas, search engines or databases; understand how to use keywords for searching a topic; understand how to summarize information; use graphic organizers or Think Mapsto move through the research project logically;understand organizational structures that are used when writing a research report; know how to cite print and Internet sources	**W.3.7**	**Conduct short research projects that build knowledge about a topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	topics, sources, information, key words, online, credit, cite, bibliography, citation page	
Select appropriate writing topics; know when to use formal or informal register for writing; be able to organize thoughts quickly; organize thoughts to focus on a topic; recognize the purpose for writing; know your audience; know how to research a topic using various sources;know how to conclude different types of writings; know that a research paper hass an introduction, body, and a conclusion; know that for writing a research project you must include and cite various sources	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist	
Speaking and Listening					
Identify the reasons a speaker gives to support their argument; know that facts, examples, explanations can be used as support for an opinion; infer messages that the speaker gives	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, speakers, support, evidence, points, opinions, conclusions	Presentation rubric
Understand different levels of speech styles; recognize when formal and informal English is appropriate; understand that talking with friends is informal speech; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations; know that when constructing a formal response, Standard English grammar and language convention must be used	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	audience, formal English, informal English, presentation, respond, specific vocabulary	
Language					
Write legibly using cursive or joined italics; know the rules that govern common grammar; understand subject/verb agreement; recognize and write simple, compound, and complex sentences; understand comparative and superlative	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comparative, superlative, specific, object, simple sentences, compound sentences, complex sentences	Writing City assessments, grammar tests
	L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.			
	L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			
Understand the use of quotation marks to denote that someone is speaking or quoting from the text; understand the use commas in dialogue; identofy complete sentences and independent clauses; understand the use of capital letters at the beginning of a sentence, titles, and proper names; use spelling patterns, word roots, affixes, syllable contruction; use dictionaries or digial media to look for the correct spelling of a word	L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	analogies, generalization, dictionary appropriate, roots, affices, compound sentences, simple sentences, conjunctions, quotes	
	L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
Understand strategies for organizing a	L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Reading A-Z books,	theme, pace, descriptive,	

presentation such as brainstorming, the use of graphic organizer, or Think Maps; understand organizational structure for presentation such as chronologically, problem/solution, cause and effect, before and after; know that stories are organized with a beginning, a middle, and an end; understand that text or presentation usually have theme; know that reports have an introduction, body with supporting details, and a conclusion; understand that good presentations skills include speaking clearly, wit good pacing, and making eye	L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	relate, recount, recall relevant	
Understand that words have literal and non-literal meanings; understand the connections between words and their use; understand shades of meaning as it related to state of mind or degrees of certainty	L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, non-literal meaning, real life connections, context, specific	
	L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			
	L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			
	L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			
Understand that words have shades of meaning; acquire and use words that are basic to understanding a concept; determine which word best describes an action, emotion, or state of being; develop an amount of grade level academic words and phrases	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, specific, general, emotions, actions, precise, shades of meaning	

3rd -Science Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.3.FI	Forces and Interactions			
This introductory forces unit will give students a new understanding of the invisible pushes and pulls that operate in the world around them. They will realize that understanding forces will let them do surprising things — from building a sturdy bridge from paper to using the pull of a rubber band to send a cardboard "hopper" flying. What students learn in this unit will connect to the world around them, leading them to think about such things as the force of friction as they slide down a playground slide or the the invisible force that makes magnets cling to the refrigerator. Hands-on activities focus on engineering, investigation, and discovery	**SCI.3.PS2.1**	**Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object**	Mystery Science (Invisible Forces), Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	balanced forces, unbalanced forces, motion, pattern, cause, effect, electric interactions, magnetic interactions, contact, magnets	Interactive Science quick checks, Performance Task
	SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**			
	SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**			
	SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**			
Introduce	SCI.3.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Performance Task
	SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources/ Assessments	Unit Vocabulary	Assessments
	SCI.3.IRE	Interdependent Relationships in Ecosystems			
In this unit students will develop an appreciation for how animals and the places they live (their habitats) are not constant—they have changed over time. Fossils give us a window to the animals and habitats of the past. Selective breeding shows us not only how some animals of the past became domesticated, but allows us to imagine how they might look in the future.	SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive	Mystery Science (Animals through Time), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	survive, frossils, organisms, environments, habitats, environment changes	. Interactive science quick checks, performance task
	SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**			
	SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**			
	SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**			
Introduce	SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits			
This unit develops the idea that by studying how plants reproduce and pass on their traits, we human beings have figured out how to make food plants even more useful to us. Students first discover how plants	**SCI.3.LS1.1**	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	Mystery Science (Power of Flowers), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-	organisms, unique, diverse, life cycles, birth, growth, reproduction, and death, traits, inherited, variation, influenced, characteristics,	. Interactive science quick checks, performance task
	SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms			
	SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**			

reproduce by exploring the process of pollination and fruiting. Then students are introduced to the process of plant domestication (selection of traits based on inheritance and variation)	**SCI.3.LS4.2**	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**	Z	advantages, surviving	
Introduce	SCI.3.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Performance Task
	SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources/ Assessments**	**Unit Vocabulary**	**Assessments**
	SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits			
This unit develops the idea that by studying how plants reproduce and pass on their traits, we human beings have figured out how to make food plants even more useful to us. Students first discover how plants reproduce by exploring the process of pollination and fruiting. Then students are introduced to the process of plant domestication (selection of traits based on inheritance and variation).	**SCI.3.LS1.1**	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	Mystery Science (Power of Flowers), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	organisms, unique, diverse, life cycles, birth, growth, reproduction, and death, traits, inherited, variation, influenced, characteristics, advantages, surviving	. Interactive science quick checks, performance task
	SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms			
	SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**			
	SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**			
Introduce	SCI.3.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Performance Task
	SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			
QUARTER 4					
Unit Focus/ Learning Targets	**Standards**		**Resources/ Assessments**	**Unit Vocabulary**	**Assessments**
	SCI.3.WC	Weather and Climate			
This unit develops the idea that by paying careful attention to clouds, wind, and other weather clues around us, we can predict the daily weather and make sense of why places on earth look and feel the way they do.	**SCI.3.ESS2.1**	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**	Mystery Science (Stormy Skies), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	data, tables, graphs, weather conditions, season, climated, regions, hazard	Interactive Science quick checks, Performance Task
	SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**			
	SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard			
	SCI.3.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Projects
	SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

3rd -Social Studies Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.E1	**The Market Economy**			
This unit will address the fundamental principles and concepts of economics to understand economic activity in a market economy, in the United States, and in the global economy, more specifically as it relates to MI	**3 - E1.0.1**	**Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	scarcity, opportunity costs, choices, produce, consume, incentives, economic decisions, entrepreneurs, natural resources, human resources, capital resources, specialization, interdependence, products	Teacher created assessments, Rubicon Atlas assessments
	3 - E1.0.2	**Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.**			
	3 - E1.0.4	**Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)**			
	3 - E1.0.5	**Explain the role of business development in Michigan's economic future.**			
	3.E2	**The National Economy**			
	3 - E2.0.1	**Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).**			
	3.E3	**International Economy**			
	3 - E3.0.1	**Identify products produced in other countries and consumed by people in Michigan.**			
	3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**			
This unit will address the geographic representations to acquire, process, and report information from a spatial perspective; how regions are created from common physical and human characteristics; how human activites help shape the Earth's surface; and the effects of human-environment interactions as it relates to MI	3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, YouTube videos, maps of MI	cardinal directions (north, south, east, west), relative location, thematic maps, physical characteristics, human characteristics, regions, movement	Teacher created assessments, Rubicon Atlas assessments
	3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**			
	3.G2	**Place and Regions**			
	3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.			
	3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).			
	3.G4	**Human Systems**			
	3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.E1	**The Market Economy**			

Understand Michigan's economy	**3 - E1.0.3**	**Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)**	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, You Tube videos	location, natural resources, economic development, mining, lumbering, manufacturing	Teacher created assessments, Rubicon Atlas assessments
	3.G4	**Human Systems**			
	3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)			
This unit will seek to analyze Michigan's people from the past and present	3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, You Tube videos	diverse, push factors, pull factors, Anishinaabeg, cultural aspects	
	3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.			
	3-H3.0	**The History of Michigan and the Great Lakes Region**			
In this unit students will think like historians to understand Michigan's past	**3 - H3.0.1**	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, You Tube videos, Readworks	historians, primary sources, secondary sources, casual relationships, traditional stories, informational text, visual data, adapted, modified, sources, interactions, early settlements, case studies	Teacher created assessments, Rubicon Atlas assessments
	3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**			
	3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**			
	3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**			
	3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**			
	3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**			

	3 - H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).			
	3 - H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.			
QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	3.C1	**Conceptual Foundations of Civic and Political Life**			
In this unit, students will understand how the state and local governments are structured and how they function to serve its citizens;	3 - C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, You Tube videos, Readworks	governments, individual rights, common good, representative government, state government, local government, goods, services, three branches of government-legislative, judicial, executive, conflict, Constitution	Teacher created assessments, Rubicon Atlas assessments
	3.C2	**Values and Principles of American Democracy**			
	3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.			
	3.C3	**Relationships of the United States to Other Nations and World Affairs**			
	3 - C3.0.1	Distinguish between the roles of state and local government.			
	3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).			
	3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.			
	3 - C3.0.4	Explain how state courts function to resolve conflict.			
	3 - C3.0.5	Describe the purpose of the Michigan Constitution.			
	3.H.1	**The World in Temporal Terms: Historical Habits of Mind**			
Students will explain historical events through historical narratives; they will look into the contributions of historical figures and how they have contributed to their communities; explain how MI became a state	3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan, You Tube videos, Readworks	historical events, regions, contributions, historical figures, historical narratives, statehood, timeline, sequence	Teacher created assessments, Rubicon Atlas assessments
	3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.			
	3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.			
	3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**			
	3.H.2.1	Explain change over time through historical narratives. (events, people and places)			
	3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.			
	3-H3.0	**The History of Michigan and the Great Lakes Region**			
	3 - H3.0.9	Describe how Michigan attained statehood.			
	3 - H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).			
QUARTER 4					

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.C5	**Citizenship in the United States**			
Students will know important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government	**3 - C5.0.1**	**Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).**	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Educaton, Reading A-Z, Scholastic Magazines, Studies Weekly, Promethean Plan, YouTube videos, Readworks	rights, responsibilities, citizenship	Teacher created assessments, Rubicon Atlas assessments
	3.G5	**Environment and Society**			
Students will understand the effects of human-environment interactions	**3 - G5.0.1**	**Locate natural resources in Michigan and explain the consequences of their use.**	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Educaton, Reading A-Z, Scholastic Magazines, Studies Weekly, Promethean Plan, YouTube videos, Readworks, maps of MI	natural resources, consequences, adapt	Teacher created assessments, Rubicon Atlas assessments
	3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**			
	3.P3	**Public Discourse and Decision Making**			
Students will identify a problem as a public issue, analyze various perspectives, and generate and evaluate possible alternative resolutions; communicate a reasoned position on a public issue	3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	MI Open Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Discovery Educaton, Reading A-Z, Scholastic Magazines, Studies Weekly, Promethean Plan, YouTube videos, Readworks	public issue, influence, citizens, graphic data, sources, core democratic values, resolutions, public policy, position, inform	Teacher created assessments, Rubicon Atlas assessments
	3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.			
	3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.			
	3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.			
	3.P4	**Citizen Involvement**			
	3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			
	3 - P4.2.2	Participate in projects to help or inform others.			

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QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.OA.A				
Represent and solve problems involving multiplication and division.	**3.OA.A.01**	**Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	products, whole numbers	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	3.OA.A.02	**Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.**		whole-number quotients, equal shares	
	3.OA.A.03	**Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**		multiplication, division, equal groups, arrays, measurement quantities, equations	
	3.OA.A.04	**Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.**		unknown number	
	3.OA.B				
Understand properties of multiplication and the relationship between multiplication and division.	**3.OA.B.05**	**Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	strategies, multiply, divide, commutative property, associative property, distributive property	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	3.OA.B.06	**Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.**			
	3.OA.C				
Multiply and divide within 100.	**3.OA.C.07**	**Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.OA.D				
Solve problems involving the four operations, and identify and explain patterns in arithmetic	**3.OA.D.08**	**Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	two-step word problems, operations, unknown quantity, mental computation, estimate	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.OA.D.09	**Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.**		patterns, properties of operations	
	3.NBT.A	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	**3.NBT.A.01**	**Use place value understanding to round whole numbers to the nearest 10 or 100.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	place value, round, whole numbers	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.OA.A				
Represent and solve problems involving multiplication and division.	**3.OA.A.01**	**Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.**	Eureka math, Super Teacher Worksheets, Khan Academy, Focal Point K12	products, whole numbers	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	3.OA.A.02	**Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.**		whole-number quotients, equal shares	
	3.OA.A.03	**Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**		multiplication, division, equal groups, arrays, measurement quantities, equations	
	3.OA.A.04	**Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.**		unknown number	
	3.OA.B				
Understand properties of multiplication and the relationship between multiplication and division.	**3.OA.B.05**	**Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	strategies, multiply, divide, commutative property, associative property, distributive property	Eureka Math exit tickets, quick checks, Focal Point K12 items, Benchmark assessment
	3.OA.B.06	**Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.**			
	3.OA.C				
Multiply and divide within 100.	**3.OA.C.07**	**Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.OA.D				
Solve problems involving the four operations, and identify and explain patterns in arithmetic	**3.OA.D.08**	**Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	two-step word problems, operations, unknown quantity, mental computation, estimate	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.OA.D.09	**Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.**		patterns, properties of operations	
	3.NBT.A	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	**3.NBT.A.01**	**Use place value understanding to round whole numbers to the nearest 10 or 100.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	place value, round, whole numbers	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark
	3.NBT.A.02	**Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.**		fluency, algorithms, place value, operations	

	3.NBT.A.03	**Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.**		multiples, place value	assessment
	3.MD.C				
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, measuring tools, unit cubes	attribute, plane figures	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.MD.C.05a	**A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.**		units, area	
	3.MD.C.05b	**A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.**		gaps, overlaps, unit squares	
	3.MD.C.06	**Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**		square cm, square m, square in, square ft	
	3.MD.C.07	**Relate area to the operations of multiplication and addition.**		area	
	3.MD.C.07a	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**		area, rectangle, tiling	
	3.MD.C.07b	**Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**		rectangular areas	
	3.MD.C.07c	**Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**		tiling, area models, distributive property	
	3.MD.C.07d	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**		additive, decomposing, overlap	

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.OA.C				
Multiply and divide within 100.	**3.OA.C.07**	**Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.OA.D				
Solve problems involving the four operations, and identify and explain patterns in arithmetic	**3.OA.D.08**	**Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	two-step word problems, operations, unknown quantity, mental computation, estimate	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.NBT.A	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	**3.NBT.A.02**	**Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency, algorithms, place value, operations	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.NBT.A.03	**Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.**		multiples, place value	
	3.NF.A				
Develop understanding of fractions as numbers.	**3.NF.A.01**	**Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, number line, fraction manipulatives	fraction, part, whole, equal parts, quantity	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.NF.A.02	**Understand a fraction as a number on the number line; represent fractions on a number line diagram.**		number line diagram	
	3.NF.A.02a	**Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.**		interval, patition, equal parts	
	3.NF.A.02b	**Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.**		lengths, interval, endpoint	
	3.NF.A.03	**Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.**		equivalent, compare	
	3.NF.A.03a	**Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.**		equivalent	
	3.NF.A.03b	**Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.**		equivalent, fraction model	
	3.NF.A.03c	**Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.**		whole numbers, number line diagram, equivalent	

	3.NF.A.03d	**Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**		compare, numerator, denominator, reasoning, size, greater than, less than, equal to	
	3.MD.A				
Solve problems involving measurement and estimation.	**3.MD.A.01**	**Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, analog clock, digital clock, measuring tools for volume, measurement scale	minute, time intervals, number line diagram	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.MD.A.02	**Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.**		volume, mass, standard units, grams, kilograms, liters	
	3.G.A				
Reason with shapes and their attributes.	**3.G.A.01**	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, 2D shapes, fraction models	rhombuses, rectangles, triangles, quadrilaterals, trapezoids, hexagons, octagons, attributes	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
	3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		partition, equal areas, unit fraction, whole	

3rd -Math Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	3.OA.C				
Multiply and divide within 100.	**3.OA.C.07**	**Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency	Eureka Math exit tickets, quick checks, Focal Point K12
	3.OA.D				
Solve problems involving the four operations, and identify and explain patterns in arithmetic	**3.OA.D.08**	**Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	two-step word problems, operations, unknown quantity, mental computation, estimate	Eureka Math exit tickets, quick checks, Focal Point K12
	3.NBT.A	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	**3.NBT.A.02**	**Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency, algorithms, place value, operations	Eureka Math exit tickets, quick checks, Focal Point K12
	3.NBT.A.03	**Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.**		multiples, place value	
	3.MD.A				
Solve problems involving measurement and estimation.	**3.MD.A.01**	**Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, analog clock, digital clock, measuring tools for volume, measurement scale	minute, time intervals, number line diagram	Eureka Math exit tickets, quick checks, Focal Point K12
	3.MD.A.02	**Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.**		volume, mass, standard units, grams, kilograms, liters	
	3.MD.B				
Represent and interpret data.	3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, anchor charts about reading data, rulers	picture graph, bar graph, data, categories	Eureka Math exit tickets, quick checks, Focal Point K12
	3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.		measurement data, lengths, halves, fourths, inch, line plot, horizontal, units, whole numbers, halves, quarters	
	3.MD.D				
Geometric measurement: recognize perimeter.	3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Eureka Math, Super Teacher Worksheets, Khan Academy, Focal Point K12, anchor charts on finding perimeter	perimeter, polygons, unknown side, area	Eureka Math exit tickets, quick checks, Focal Point K12
	3.G.A				
Reason with shapes and their attributes.	**3.G.A.01**	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, 2D shapes, fraction models	rhombuses, rectangles, triangles, quadrilaterals, trapezoids, hexagons, octagons, attributes	Eureka Math exit tickets, quick checks, Focal Point K12

	3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		partition, equal areas, unit fraction, whole	

4th - ELA Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Know that what is read needs to make sense; identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	infer, example, details, text, specific, support, author's purpose, explain	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Understand universal themes in stories such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil; determine the theme or main message of the text; support the identification of the theme by giving details from the text; summarize the text	RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, details, convey, summarize, message, universal themes, character's actions, sentence	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Identify and describe a characte; identify and describe the setting (time, place and social environment) in which the story or an event takes place; describe or sequence an event in a story; describe or sequence an event in a play/drama; provide specific details when describing a character, setting or event in the story; recognize what a character says, thinks or does	RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, specific details, character, setting, location, environment, sequence, major/minor event dialogue	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases in text, use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases; identify major mythological characters and their traits	RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	definition, example, restatement, sentences, context clues, unknown, phrase, glossary, digital, footnote, mythology	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RI.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	inference, example, details, text, specific, support, author, message, purpose, explain	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created

Identify the main idea of the text; determine which details are key to the text; explain how the main idea is supported by details; know how to summarize text; use key details and the main ideas to summarize	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	main idea, text, key details, determine, support, explain, summarize, summary	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Understand the difference between events, procedures, ideas, or concepts; read and understand history/social science text; read and understand science text; read and understand technical text; explain what happened and why it happened based on information in the text	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Know how to use a dictionary to determine the meaning of unknown words; understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies; use antonyms and synonyms as clues to find the meaning of grade level words; understand that words may be used as figurative language; recognize when words are used as a common idiomatic expression	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	domain, prefixes - suffixes, Greek, Latin, multiple meanings, figurative language, dictionary, glossary	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context skills, roots, base word, affixes, accurately	Superteacher
	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text; scan text	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan, expression	DRA
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Know that a narrative tells a story; describe a setting and let people know who the story is being told about; let the audience know who is telling the story; know how to move from one event to another; use the characters words to help explain what is happening in the story; know how to add sensory details to describe the characters and setting; recognize transitional words; use transitional words to move from the beginning to the end of the story; know how to sustain a story over multiple paragraphs (events)	**W.4.3**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	problems, character, detail, description, setting, audience	Writing City, teacher created
	W.4.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
	W.4.3b	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.**			
	W.4.3c	**Use a variety of transitional words and phrases to manage the sequence of events.**			
	W.4.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
	W.4.3e	**Provide a conclusion that follows from the narrated experiences or events.**			

Be able to organize thoughts to focus on topic; select appropriate writing topics; recognize the purpose for writing; know the audience; know how to research a topic using various sources; generate questions to continue to write on the topic for an extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, body, and conclusion; know that for writing a research project you must include and cite various sources	**W.4.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, reflection, revise, proofread, allowed/permitted, history, social sciences, audience	Writing City, teacher created
Speaking and Listening					
Know that media sources include both online, visual and print sources; infer the messages conveyed through media sources; understand that evidence can be examples, facts, or images; know that facts, examples, and explanations can be used as support for an opinion; identify the reasons a speaker gives to support their argument	SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	media, reasons, speaker, support, evidence, points, opinion, conclusions	rubrics, checklists
Know that there are different levels of speech styles; recognize situations when formal or informal English should be use in order to to be an appropriate response; know that language used when talking to friends is informal speech; know that forms of writing such as journals, notes, and text messaging are examples of informal writing; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations or when constructing written essays; know that when constructing a formal response, Standard English grammar and language conventions must be used	SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	contexts, formal, informal, speech styles, discourse, situations, times, Standard English, conventions, grammar	rubrics, checklists
Language					
Know the rules that govern grammar usage such as when to use modal verbs to express conditions, the order of adjectives in a sentence, how to form complete sentences, recognize and correct sentence fragments, recognize and correct run-on sentences; understand that an action that is in progress can usually be expressed as an ***ing*** verb; write legibly using cursive or joined italics (D'Nealian); understand that some words are tricky and can be used incorrectly	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	command, run-ons, fragments, standard English, grammar, relative pronouns, progressive verb tense, legibly, cursive, italics, modal, conventional sentence patterns, interrogative relative pronouns, relative adverbs, confusing	Focal Point, Superteacher, Englishworksheets.com
Know punctuation rules; know capitalization rules; know basic grammar rules; know that discourse refers to speech or writing that extends beyond a sentence; recognize that	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop,	convey, precision, precise, differentiate, effect, formal, informal, discourse, shades of	Focal Point, Superteacher, Englishworksheets.com
	L.4.3a	Choose words and phrases to convey ideas precisely.			
	L.4.3b	Choose punctuation for effect.			

words have differences or shades of meaning; use a thesaurus to find precise language to include when writing or speaking; know that punctuation like commas, exclamation and question marks can be used for effect; distinguish between situations that call for formal English and those where informal	L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Standards mini-lessons	meaning	
Develop a corpus of grade level academic words and phrases; determine which word best describes an action, emotion or state of being; understand that words have nuances and various shades of meaning; acquire and use words that are basic to understanding a concept	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific	Focal Point, Superteacher, Englishworksheets.com

4th - ELA Curriculum Map 2019-2020

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Know that what is read needs to make sense; identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	infer, example, details, text, specific, support, author's purpose, explain	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Understand universal themes in stories such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil; determine the theme or main message of the text; support the identification of the theme by giving details from the text; summarize the text	RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, details, convey, summarize, message, universal themes, character's actions, sentence	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Identify and describe a character; identify and describe the setting (time, place and social environment) in which the story or an event takes place; describe or sequence an event in a story; describe or sequence an event in a play/drama; provide specific details when describing a character, setting or event in the story; recognize what a character says, thinks or does	RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, specific details, character, setting, location, environment, sequence, major/minor event dialogue	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases in text, use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases; identify major mythological characters and their traits	RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	definition, example, restatement, sentences, context clues, unknown, phrase, glossary, digital, footnote, mythology	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Define a poem; identify the elements of a poem; define prose; identify the elements of prose; define drama; identify the elements of drama (plays); explain the difference between these texts; compare and contrast differences between poems, prose, and drama	RL.4.5	**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	rhythm, meter, alliteration, symbolism, theme, cast, verse, stage directions, setting, story	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created

Identify the person who is telling the story; know that the way a person tells a story is impacted by their role in the story; know that when telling a story from the first person, the writer will use the terms I or we; third person point of view is often indicated by the use of the terms he, she, it, or they; compare the point of view from different stories; contrast the point of view from different stories	**RL.4.6**	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare and contrast, point of view, perspective, narrate, narrator, first person, third person, selections, text, stories	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	inference, example, details, text, specific, support, author, message, purpose, explain	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Identify the main idea of the text; determine which details are key to the text; explain how the main idea is supported by details; know how to summarize text; use key details and the main ideas to summarize	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	main idea, text, key details, determine, support, explain, summarize, summary	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Understand the difference between events, procedures, ideas, or concepts; read and understand history/social science text; read and understand science text; read and understand technical text; explain what happened and why it happened based on information in the text	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Know how to use a dictionary to determine the meaning of unknown words; understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies; use antonyms and synonyms as clues to find the meaning of grade level words; understand that words may be used as figurative language; recognize when words are used as a common idiomatic expression	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	domain, prefixes - suffixes, Greek, Latin, multiple meanings, figurative language, dictionary, glossary	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Know that organizational structures are used to convey information; know that some information is written in time order; know that some information is written comparing objects, people, or events; know that some information is written telling causes and effects of those causes, events, ideas, or concepts; know that some information is written telling about problems caused by ideas, concepts or events and the solutions to those problems	**RI.4.5**	**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	organization, structure, text, chronology, comparison, cause/effect, problem/solution, order, events, ideas, sequence, describe, tell	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created

Understand that the word ***account*** is a synonym for a description of an event or experience; understand that a firsthand account is told by someone who was there at the time of the event; understand that a secondhand account is told by someone who learned of the event from someone who was there at the time; compare/contrast the first and secondhand accounts; describe the differences in the information provided; recognize that the focus of a person that was there at the time would be different from the focus of someone who wasn't there at the time	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	accounts, experience, firsthand, secondhand, compare and contrast, focus, topic, describe, difference, information	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Identify the points an author is making; know the difference between evidence and reasons; describe how an author explains a point in the text; explain what evidence is used and how it supports what the author is saying	**RI.4.8**	**Explain how an author uses reasons and evidence to support particular points in a text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reasons, evidence, support, author, proof, explanation, points	Focal Point, Elementary Solutions Literature Guide, Rubicon Atlas, Mystery Science, teacher created
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context skills, roots, base word, affixes, accurately	DRA
	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text; scan text	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan, expression	DRA
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Know the difference between writing text to inform or explain; know how to write a topic sentence; chose facts, definitions, quotes, examples to add to the writing; know how to organize related information into paragraphs or sections; know how titles, headings, and subheadings function and how they are formatted; use linking/transitional words to group ideas within categories; know semantic differences in words that lead to precise and specific language; know how to conclude by using a statement or section of related information or explanation	**W.4.2**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	inform, explain, topic, conclude, specific, precise, vocabulary, section, domain, group/categorize, media, illustrator	Writing City, teacher created
	W.4.2a	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			
	W.4.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
	W.4.2c	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**			
	W.4.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
	W.4.2e	**Provide a concluding statement or section related to the information or explanation presented.**			

know how to use search engines such as Google, Bing, etc.; know how to use the library to locate print resources such as encyclopedias, magazines, and books; summarize information; know and use several note-taking strategies, such as use of index cards, notebooks, graphic organizers; know how to cite both digital and print sources; know how to organize the information logically; know how to organize the information by categories; after reading and gathering information, convey the information in their own words	**W.4.8**	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	list, sources, bibliography, cite, relevant, on topic, digital sources, encyclopedia, note-taking, paraphrasing, quoting/quotation, recall, Internet search	Writing City, teacher created
Be able to organize thoughts to focus on topic; select appropriate writing topics; recognize the purpose for writing; know the audience; know how to research a topic using various sources; generate questions to continue to write on the topic for an extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, body, and conclusion; know that for writing a research project you must include and cite various sources	**W.4.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, reflection, revise, proofread, allowed/permitted, history, social sciences, audience	Writing City, teacher created
Speaking and Listening					
Know that media sources include both online, visual and print sources; infer the messages conveyed through media sources; understand that evidence can be examples, facts, or images; know that facts, examples, and explanations can be used as support for an opinion; identify the reasons a speaker gives to support their argument	SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	media, reasons, speaker, support, evidence, points, opinion, conclusions	Rubric, checklist
Know strategies for organizing a presentation such as brainstorming, the use of graphic organizers, or thinking maps; use structures for organizing presentations such as chronologically, problem/solution, cause and effect, before and after; recall an experience that is memorable using relevant, descriptive details; plan carefully so that your presentation includes relevant details and clear context; when presenting use a clear, understandable voice and an appropriate pace; good presentation skills include speaking clearly, with good pacing and making eye contact	SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	recount, relates, recollections, insights, clear, appropriate, relevant, pace, descriptive, rubric, theme	Rubric, checklist
Know how to use audio equipment like tape recorders, video cameras, web cameras, Skype; know how to use digital programs like PowerPoint, Clip Art, Publisher, Photoshop to add visuals to presentations; create visual displays such as legends, charts, graphs, and display boards to convey information	SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	enhance, presentation, display, visually, theme, audio recordings, PowerPoint, Clip Art, appropriate	Rubric, checklist

Know that there are different levels of speech styles; recognize situations when formal or informal English should be use in order to to be an appropriate response; know that language used when talking to friends is informal speech; know that forms of writing such as journals, notes, and text messaging are examples of informal writing; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations or when constructing written essays; know that when constructing a formal response, Standard English grammar and language conventions must be used	SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	contexts, formal, informal, speech styles, discourse, situations, times, Standard English, conventions, grammar	Rubric, checklist
Language					
Know the rules that govern grammar usage such as when to use modal verbs to express conditions, the order of adjectives in a sentence, how to form complete sentences, recognize and correct sentence fragments, recognize and correct run-on sentences; understand that an action that is in progress can usually be expressed as an ing verb; write legibly using cursive or joined italics (D'Nealian); understand that some words are tricky and can be used incorrectly	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	command, run-ons, fragments, standard English, grammar, relative pronouns, progressive verb tense, legibly, cursive, italics, modal, conventional sentence patterns, interrogative relative pronouns, relative adverbs, confusing	Focal Point, Superteacher, Englishworksheets.com
Capitalize words at the beginning of a sentence, in titles and proper names; understand the use of quotation marks to denote that someone is speaking; understand the use of quotation marks when quoting from a text; identify independent clauses;understand the use of comma in dialogue; use spelling patterns, word roots,	L.4.2a	Use correct capitalization.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, capitalize, dialogue, direct speech, comma, conjunction, coordinating conjunction, simple sentence, compound sentence, affixes, roots, appropriate, dictionary,	Focal Point, Superteacher, Englishworksheets.com
	L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.			
	L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.			
Know punctuation rules; know capitalization rules; know basic grammar rules; know that discourse refers to speech or writing that extends beyond a sentence; recognize that words have differences or shades of meaning; use a thesaurus to find precise language to include when writing or speaking; know that punctuation like commas, exclamation and question marks can be used for effect; distinguish between situations that call for formal English and those where informal English is appropriate	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	convey, precision, precise, differentiate, effect, formal, informal, discourse, shades of meaning	Focal Point, Superteacher, Englishworksheets.com
	L.4.3a	Choose words and phrases to convey ideas precisely.			
	L.4.3b	Choose punctuation for effect.			
	L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).			

Have strategies for solving unknown words; understand that the context may provide clues to help determine the meaning of a word or phrase; identify the most common Greek and Latin affixes and roots; use common Greek and Latin Affixes and roots to solve unknown words; use a pronunciation guide in a dictionary to help read unknown words; know how to use a textbook glossary; access reference materials, including digital, to help determine the precise meaning of key words; use a print or digital dictionary to locate definitions of key words and phrases; identify alternate word choices using print or digital thesauruses or dictionaries	L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reference materials, definitions, restatements, phrase, affixes, clues, precise, clarify, multiple-meaning words	Focal Point, Superteacher, Englishworksheets.com, teacher created
Know the literal meaning of words; identify if a word has an antonym or synonym; know that words have various levels of meaning, including literal or figurative; understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R)	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, non-literal meaning, context, purpose, describe, meaning	Focal Point, Superteacher, Englishworksheets.com, teacher created
	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.			
Develop a corpus of grade level academic words and phrases; determine which word best describes an action, emotion or state of being; understand that words have nuances and various shades of meaning; acquire and use words that are basic to understanding a concept	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific	Focal Point, Superteacher, Englishworksheets.com, teacher created

4th - ELA Curriculum Map 2019-2020

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Know that what is read needs to make sense; identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	infer, example, details, text, specific, support, author's purpose, explain	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Understand universal themes in stories such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil; determine the theme or main message of the text; support the identification of the theme by giving details from the text; summarize the text	RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, details, convey, summarize, message, universal themes, character's actions, sentence	
Identify and describe a character; identify and describe the setting (time, place and social environment) in which the story or an event takes place; describe or sequence an event in a story; describe or sequence an event in a play/drama; provide specific details when describing a character, setting or event in the story; recognize what a character says, thinks or does	RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, specific details, character, setting, location, environment, sequence, major/minor event dialogue	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases in text, use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases; identify major mythological characters and their traits	RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	definition, example, restatement, sentences, context clues, unknown, phrase, glossary, digital, footnote, mythology	
Identify the person who is telling the story; know that the way a person tells a story is impacted by their role in the story; know that when telling a story from the first person, the writer will use the terms I or we; third person point of view is often indicated by the use of the terms he, she, it, or they; compare the point of view from different stories; contrast the point of view from different stories	RL.4.6	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare and contrast, point of view, perspective, narrate, narrator, first person, third person, selections, text, stories	

Read and understand the main ideas of the text/drama; compare the text of a story/drama and a visual presentation of the text (movie, video, drama); compare the text of a story with an oral presentation and find where it reflects specific descriptions in the text; compare the text of a story/drama with a visual presentation and find where it reflects specific details in the text	**RL.4.7**	**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, presentation, visual, oral, drama, version, specific, descriptions, directions	
Identify themes; identify topics; sequence events and find patterns; understand the structure of stories, myths, and stories from other cultures	**RL.4.9**	**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, treatment, culture, patterns, events, traditional, myth, story, text	
Identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	inference, example, details, text, specific, support, author, message, purpose, explain	
Identify the main idea of the text; determine which details are key to the text; explain how the main idea is supported by details; know how to summarize text; use key details and the main ideas to summarize	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	main idea, text, key details, determine, support, explain, summarize, summary	
Understand the difference between events, procedures, ideas, or concepts; read and understand history/social science text; read and understand science text; read and understand technical text; explain what happened and why it happened based on information in the text	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results	
Know how to use a dictionary to determine the meaning of unknown words; understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies; use antonyms and synonyms as clues to find the meaning of grade level words; understand that words may be used as figurative language; recognize when words are used as a common idiomatic expression	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	domain, prefixes - suffixes, Greek, Latin, multiple meanings, figurative language, dictionary, glossary	

Understand that the word ***account*** is a synonym for a description of an event or experience; understand that a firsthand account is told by someone who was there at the time of the event; understand that a secondhand account is told by someone who learned of the event from someone who was there at the time; compare/contrast the first and secondhand accounts; describe the differences in the information provided; recognize that the focus of a person that was there at the time would be different from the focus of someone who wasn't there at the time	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	accounts, experience, firsthand, secondhand, compare and contrast, focus, topic, describe, difference, information	
Know that information can be presented in various forms; understand how to read charts, graphs, diagram and timelines in print media; have experience/access to Web sources; KNow that charts, graphs, time lines, animations or interactive elements can help a person understand text; explain what the information means	**RI.4.7**	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	interpret, information, graphs, charts, legends, diagrams, time lines, animation, increase, decrease, explain, analyze, contributes	
Read informational text; find the common details about a topic when reading two different texts; determine which details in the both texts are important; compare the details in the text to find which are contrasting; combine the information to meet the purpose for writing or speaking	**RI.4.9**	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	integrate, information, combine, toopic, details, knowledgeable, subject	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context skills, roots, base word, affixes, accurately	DRA, running records
	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text; scan text	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan, expression	
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Know the difference between fact and opinion pieces; support a point of view; know various organizational text structures; know how to groups related ideas; support reasons with facts and details; use transitional words; write a conclusion; relate the conclusion to the opinion	**W.4.1**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	fact, opinion, text, structure, conclusion, support, reasons, linking words/phrases, transitional words	Writing City, teacher created
	W.4.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**			
	W.4.1b	**Provide reasons that are supported by facts and details.**			
	W.4.1c	**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**			
	W.4.1d	**Provide a concluding statement or section related to the opinion presented.**			

Know how to write in a logical, sequential manner; know how to choose words so that meaning is clear; recognize and use organizational structures such as chronological order, cause and effect, etc.; understand why they are writing; understand who is writing is for; understand the writing task, to research, to persuade, to inform etc.	**W.4.4**	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	clear, coherent, go together, paragraph, develop, organize purpose, audience, multiple- order, task	
Use brainstorming, webs, or clusters to help generate ideas for writing; organize thoughts and ideas; seek and respond to suggestions from peers about what has been written;understand and use grammar and spelling conventions; edit for word usage and voice to strengthen details; seek guidance from peers to help add precise language/idea to the writing	**W.4.5**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	proofreading, editing, revising, peers, purpose, organize, draft, planning, develop, strengthen	
Have a working knowledge of keyboards and word processing; be familiar with Internet tools such as search engines, online dictionaries, thesaurus, spell check and grammar check; use programs such as PowerPoint, Publisher, and Word, to create written documents; know how to download documents and cite the source of the downloaded documents; work collaboratively to complete a written project/document; know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation; determine which font, font size, and style should be use	**W.4.6**	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Internet, publisher, PowerPoint, working together, save menu, font, keyboarding, spell check, word processing, format	
Know how to use reference materials such as encyclopedias, atlas, search engines or databases; know how to select a topic that can be researched; be able to use keywords for searching a topic; be familiar with the organizational structures used when writing a research project; realize that there are various perspectives on the same topic;know how to cite all sources; use graphic organizers or thinking maps to move through the research project logically	**W.4.7**	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	aspects, topics, research, projects, investigation, sources, primary sources, perspective, cite	
Be able to organize thoughts to focus on topic; select appropriate writing topics; recognize the purpose for writing; know the audience; know how to research a topic using various sources; generate questions to continue to write on the topic for an extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, body, and conclusion; know that for writing a research project you must include and cite various sources	**W.4.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, reflection, revise, proofread, allowed/permitted, history, social sciences, audience	
Speaking and Listening					

Know that in order to be prepared, material must have been read or studied; know how to work with a partner; develop good study habits; use rules for conversations; recognize the ideas of others; know the language used to build on those ideas; ask questions to clarify information; offer comments or responses linked to the remarks of others; know the responsibilities of the different roles given for accomplishing a task; know how to explain an idea or answer that is different for those already offered	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	discussion, conversation, group work, understanding, light, role, clarify, link	Rubric, checklist
	SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
	SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.			
	SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Recognize the main ideas presented in text; recognize the main ideas presented in diverse media including visual, oral, or digital formats; paraphrase information; recognize what information is being conveyed through diverse media, such as graphs, graphics, video, digital resources	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	diverse, media, orally, portion, quantitatively, formats, charts, graphs, video, graphics	
Know that media sources include both online, visual and print sources; infer the messages conveyed through media sources; understand that evidence can be examples, facts, or images; know that facts, examples, and explanations can be used as support for an opinion; identify the reasons a speaker gives to support their argument	SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	media, reasons, speaker, support, evidence, points, opinion, conclusions	
Know that there are different levels of speech styles; recognize situations when formal or informal English should be use in order to to be an appropriate response; know that language used when talking to friends is informal speech; know that forms of writing such as journals, notes, and text messaging are examples of informal writing; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations or when constructing written essays; know that when constructing a formal response, Standard English grammar and language conventions must be used	SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	contexts, formal, informal, speech styles, discourse, situations, times, Standard English, conventions, grammar	
Language					
Know the rules that govern grammar usage such as when to use modal verbs to express conditions, the order of adjectives in a sentence, how to form complete sentences, recognize and correct sentence fragments, recognize and correct run-on sentences; understand that an action that is in progress can usually be expressed as an ing verb; write legibly using cursive or joined italics (D'Nealian); understand that some words are tricky and can be used incorrectly	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	command, run-ons, fragments, standard English, grammar, relative pronouns, progressive verb tense, legibly, cursive, italics, modal, conventional sentence patterns, interrogative relative pronouns, relative adverbs, confusing	Focal Point, Superteacher, Englishworksheets.com
	L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			
	L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.			
	L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.			
	L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).			
	L.4.1e	Form and use prepositional phrases.			
	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.			
	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).			

Know punctuation rules; know capitalization rules; know basic grammar rules; know that discourse refers to speech or writing that extends beyond a sentence; recognize that words have differences or shades of meaning; use a thesaurus to find precise language to include when writing or speaking; know that punctuation like commas, exclamation and question marks can be used for effect; distinguish between situations that call for formal English and those where informal English is appropriate	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	convey, precision, precise, differentiate, effect, formal, informal, discourse, shades of meaning	
	L.4.3a	Choose words and phrases to convey ideas precisely.			
	L.4.3b	Choose punctuation for effect.			
Have strategies for solving unknown words; understand that the context may provide clues to help determine the meaning of a word or phrase; identify the most common Greek and Latin affixes and roots; use common Greek and Latin Affixes and roots to solve unknown words; use a pronunciation guide in a dictionary to help read unknown words; know how to use a textbook glossary; access reference materials, including digital, to help determine the precise meaning of key words; use a print or digital dictionary to locate definitions of key words and phrases; identify alternate word choices using print or digital thesauruses or dictionaries	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reference materials, definitions, restatements, phrase, affixes, clues, precise, clarify, multiple-meaning words	
Know the literal meaning of words; identify if a word has an antonym or synonym; know that words have various levels of meaning, including literal or figurative; understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R)	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, non-literal meaning, context, purpose, describe, meaning	
	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.			
Develop a corpus of grade level academic words and phrases; determine which word best describes an action, emotion or state of being; understand that words have nuances and various shades of meaning; acquire and use words that are basic to understanding a concept	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific	

4th - ELA Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Know that what is read needs to make sense; identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	infer, example, details, text, specific, support, author's purpose, explain	Focal Point, Elementary Solutions Literature Guide, Readworks, teacher created
Understand universal themes in stories such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil; determine the theme or main message of the text; support the identification of the theme by giving details from the text; summarize the text	RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, details, convey, summarize, message, universal themes, character's actions, sentence	
Identify and describe a character; identify and describe the setting (time, place and social environment) in which the story or an event takes place; describe or sequence an event in a story; describe or sequence an event in a play/drama; provide specific details when describing a character, setting or event in the story; recognize what a character says, thinks or does	RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	describe, specific details, character, setting, location, environment, sequence, major/minor event dialogue	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases in text, use strategies, such as using a glossary, footnote, or digital media to determine the meaning of an unknown words or phrases; identify major mythological characters and their traits	RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	definition, example, restatement, sentences, context clues, unknown, phrase, glossary, digital, footnote, mythology	
Select books at the appropriate grade level; appreciate various genres of literature; use media (audio, computer) to help understand books that are slightly above the current reading level; be self motivated to read beyond the classroom; monitoring the reading done during the school year	RL.4.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	independent reading, genres, literature, leel, range, stories, drama, poetry	
Identify details and examples; draw inferences; explain what the text says; understand the text; cite specific examples and details to support inferences	RI.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	inference, example, details, text, specific, support, author, message, purpose, explain	

Identify the main idea of the text; determine which details are key to the text; explain how the main idea is supported by details; know how to summarize text; use key details and the main ideas to summarize	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	main idea, text, key details, determine, support, explain, summarize, summary	
Understand the difference between events, procedures, ideas, or concepts; read and understand history/social science text; read and understand science text; read and understand technical text; explain what happened and why it happened based on information in the text	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explain, procedure, events, ideas, concepts, historical, scientific, technical text, specific information, results	
Know how to use a dictionary to determine the meaning of unknown words; understand that words may have multiple meanings; use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies; use antonyms and synonyms as clues to find the meaning of grade level words; understand that words may be used as figurative language; recognize when words are used as a common idiomatic expression	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	domain, prefixes - suffixes, Greek, Latin, multiple meanings, figurative language, dictionary, glossary	
Know the difference between narrative and informational texts; understand how to use text features to comprehend informational text; be aware that the purpose for reading informational text is to learn about or understand a subject better; have access to many different types of informational text such as magazines, online websites, textbooks, tat vary in the range of text complexity	**RI.4.10**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	comprehend, understand, technical text, science, history, social studies, text, complexity, level, range	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context skills, roots, base word, affixes, accurately	DRA, running records
	RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text; scan text	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	self-correction, self-monitoring, fluency, comprehension, re-reading, checking for understanding, genres, purpose, skim, scan,	
	RF.4.4a	Read on-level text with purpose and understanding.			
	RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					

Know how to write in a logical, sequential manner; know how to choose words so that meaning is clear; recognize and use organizational structures such as chronological order, cause and effect, etc.; understand why they are writing; understand who is writing is for; understand the writing task, to research, to persuade, to inform etc.	**W.4.4**	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	clear, coherent, go together, paragraph, develop, organize purpose, audience, multiple- order, task	Writing City assessments, teacher created
Use brainstorming, webs, or clusters to help generate ideas for writing; organize thoughts and ideas; seek and respond to suggestions from peers about what has been written;understand and use grammar and spelling conventions; edit for word usage and voice to strengthen details; seek guidance from peers to help add precise language/idea to the writing	**W.4.5**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	proofreading, editing, revising, peers, purpose, organize, draft, planning, develop, strengthen	
Have a working knowledge of keyboards and word processing; be familiar with Internet tools such as search engines, online dictionaries, thesaurus, spell check and grammar check; use programs such as PowerPoint, Publisher, and Word, to create written documents; know how to download documents and cite the source of the downloaded documents; work collaboratively to complete a written project/document; know how to use formatting functions such as setting margins, spacing, capitalizing, and page orientation; determine which font, font size, and style should be use	**W.4.6**	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Internet, publisher, PowerPoint, working together, save menu, font, keyboarding, spell check, word processing, format	
Recognize which details are significant in the text; express the events, setting and role of the characters in a story or drama; analyze details in order to describe a character, setting or event	**W.4.9**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, analysis, evidence, literary, informational, details, reasons	
	W.4.9a	**Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").**			
	W.4.9b	**Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**			
Be able to organize thoughts to focus on topic; select appropriate writing topics; recognize the purpose for writing; know the audience; know how to research a topic using various sources; generate questions to continue to write on the topic for an extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, body, and conclusion; know that for writing a research project you must include and cite various sources	**W.4.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, reflection, revise, proofread, allowed/permitted, history, social sciences, audience	
Speaking and Listening					

Know that media sources include both online, visual and print sources; infer the messages conveyed through media sources; understand that evidence can be examples, facts, or images; know that facts, examples, and explanations can be used as support for an opinion; identify the reasons a speaker gives to support their argument	SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	media, reasons, speaker, support, evidence, points, opinion, conclusions	Rubrics, checklists
Know that there are different levels of speech styles; recognize situations when formal or informal English should be use in order to to be an appropriate response; know that language used when talking to friends is informal speech; know that forms of writing such as journals, notes, and text messaging are examples of informal writing; use academic, content specific vocabulary when presenting formally; use complete sentences in formal presentations or when constructing written essays; know that when constructing a formal response, Standard English grammar and language conventions must be used	SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	contexts, formal, informal, speech styles, discourse, situations, times, Standard English, conventions, grammar	
Language					
Know the rules that govern grammar usage such as when to use modal verbs to express conditions, the order of adjectives in a sentence, how to form complete sentences, recognize and correct sentence fragments, recognize and correct run-on sentences; understand that an action that is in progress can usually be expressed as an ing verb; write legibly using cursive or joined italics (D'Nealian); understand that some words are tricky and can be used incorrectly	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	command, run-ons, fragments, standard English, grammar, relative pronouns, progressive verb tense, legibly, cursive, italics, modal, conventional sentence patterns, interrogative relative pronouns, relative adverbs, confusing	Focal Point, Superteacher, Englishworksheets.com
Capitalize words at the beginning of a sentence, in titles and proper names; understand the use of quotation marks to denote that someone is speaking; understand the use of quotation marks when quoting from a text; identify independent clauses;understand the use of comma in dialogue; use spelling patterns, word roots, affixes, syllable contraction to help spell words correctly;understand how to use generalizations and analogies when spelling; use dictionaries or digital media to look for the correct spelling of a word	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, capitalize, dialogue, direct speech, comma, conjunction, coordinating conjunction, simple sentence, compound sentence, affixes, roots, appropriate, dictionary, generalizations, analogies	
	L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.			
Know punctuation rules; know capitalization rules; know basic grammar rules; know that discourse refers to speech or writing that	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Reading A-Z books, Readworks, various picture books, Teacher	convey, precision, precise, differentiate, effect, formal, informal,	
	L.4.3a	Choose words and phrases to convey ideas precisely.			

extends beyond a sentence; recognize that words have differences or shades of meaning; use a thesaurus to find precise language to include when writing or speaking; know that punctuation like commas, exclamation and question marks can be used for effect; distinguish between situations that call for formal English and those where informal English is appropriate	L.4.3b	Choose punctuation for effect.	Pay Teachers, Brainpop, Standards mini-lessons	discourse, shades of meaning	
Have strategies for solving unknown words; understand that the context may provide clues to help determine the meaning of a word or phrase; identify the most common Greek and Latin affixes and roots; use common Greek and Latin Affixes and roots to solve unknown words; use a pronunciation guide in a dictionary to help read unknown words; know how to use a textbook glossary; access reference materials, including digital, to help	L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	reference materials, definitions, restatements, phrase, affixes, clues, precise, clarify, multiple-meaning words	
	L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).			
Know the literal meaning of words; identify if a word has an antonym or synonym; know that words have various levels of meaning, including literal or figurative; understand that an adage is a traditional saying (Oysters are said to be best in the months containing the letter R)	L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	shades of meaning, literal meaning, non-literal meaning, context, purpose, describe, meaning	
	L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
Develop a corpus of grade level academic words and phrases; determine which word best describes an action, emotion or state of being; understand that words have nuances and various shades of meaning; acquire and use words that are basic to understanding a concept	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific	

4th -Science Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.4.E	Energy			
This introductory energy unit will encourage students to think about the energy that things need to move. Students will explore how energy makes things go, from powering vehicles to moving one's body. Students will experiment to discover the relationship between how much energy is stored in a material and how much is released. They will investigate the role that hills play in making roller coasters move and the energy transfer that happens when two objects collide. Students will realize that thinking about the world in terms of energy helps them make sense of how and why things speed up and slow down. Hands-on activities focus on engineering,	**SCI.4.PS3.1**	**Use evidence to construct an explanation relating the speed of an object to the energy of that object**	Mystery Science (Energizing Everything), Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	evidence, speed, energy, transfer, sound, light, heat, electric currents, outcomes, collide, scientific ideas, design, refine, converts, fuels, natural resources, affect	Performance task, Interactive Science quick checks, teacher created
	SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**			
	SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**			
	SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**			
	SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**			
	SCI.4.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Performance task, Interactive Science quick checks, teacher created
	SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.4.WI	Waves: Waves and Information			
This unit helps students develop the idea that sound is an actual thing, a wave of vibrations traveling through the air. Equipped with this understanding, students can begin to make sense of how sound and music work.	**SCI.4.PS4.1**	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**	Mystery Science (Waves of Sound), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	model, waves, patterns, amplitude, wavelength, generate, solutions, transfer	Performance task, Interactive Science quick checks, teacher created
	SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**			
	SCI.4.SFI	Structure, Function, and Information Processing			
This introductory human body unit takes the perspective that we can think about our bodies as being like a machine. We have parts for moving around, sensors, and a built-in computer. Students explore their senses and consider how the information we process helps us understand and react to our environment.	**SCI.4.PS4.2**	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**	Mystery Science (Human Machine), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	model, light, reflecting	Performance task, Interactive Science quick checks, teacher created
	SCI.4.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Performance task, Interactive Science quick checks, teacher created
	SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.4.ES	Earth's Systems: Processes that Shape the Earth			
This unit takes the perspective that every rock has a story. Students will develop an appreciation for the processes that shape the Earth's surface. After considering where volcanoes form and how they erupt, they turn to investigations of rocks breaking apart and creating potential hazards. Through hands-on investigation, students explore the	**SCI.4.ESS1.1**	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**	Mystery Science (The Birth of Rocks), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	rock formations, fossils, rock layers, landscape, geological changes, weathering, rate, erosion, vegetation, patterns, natural Earth processes	Interactive Science quick checks, teacher created
	SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time			
	SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**			
	SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**			
	SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**			
	SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people			
	SCI.4.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Science experiment, Interactive Science quick checks, teacher created
	SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.4.SFI	Structure, Function, and Information Processing			
This introductory human body unit takes the perspective that we can think about our bodies as being like a machine. We have parts for moving around, sensors, and a built-in computer. Students explore their senses and consider how the information we process helps us understand and react to our	**SCI.4.LS1.1**	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**	Mystery Science (Human Machine), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	internal structures, external structures, function, survival, growth, behavior, reproduction, senses	Interactive Science quick checks, teacher created
	SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**			
	SCI.4.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve a model or prototype; these standards will be addressed with the standards above	SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	design, criteria, constraints, multiple possible solutions, variables, controlled, failure points, model, prototype	Interactive Science quick checks, teacher created
	SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem			
	SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved			

4th -Social Studies Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**			
Use geographic representations to acquire, process, and report information from a spatial perspective; understand how regions are created from common physical and human characteristics	**4 - G1.0.1**	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	geographers, cardinal directions, intermediate directions, relative location, significant places, characteristrics, geographic tools, geographic technologies, elevation, climate, patterns, population density	Rubicon Atlas, teacher created
	4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**			
	4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**			
	4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**			
	4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**			
	4.G2	**Place and Regions**			
	4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**			
	4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**			
	4.G5	**Environment and Society**			
Understand how human activities help shape the Earth's surface	**4 - G5.0.1**	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	positive, negatie, human activities, physical environment	Rubicon Atlas, teacher created

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.G4	**Human Systems**			
Understand the effects of human-environment interaction	**4 - G4.0.1**	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	migration, push factors, pull factors, influenced, impact, immigration, regions	Rubicon Atlas, teacher created
	4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**			
	4.H3	**The History of Michigan and the Great Lakes Region**			

Use historical thinking to understand the past of Michigan	4 - H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	historical inquiry, economic activities, agriculture, mining, manufacturing, lumbering, tourism, technology, research, statehood, primary sources, secondary sources, migration, immigration, natural resources, Great Lakes Region, visual data, primary accounts, economic activity, historical narrative, case studies, Underground Railroad, threats, timelines, sequence, annotate	Rubicon Atlas, teacher created
	4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)			
	4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)			
	4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)			
	4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)			
	4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)			
	4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)			
	4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)			
	4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.E1	The Market Economy			
Use fundamental principles and concepts of economics to understand economic activity in a market economy at the local, national, and international level	**4 - E1.0.1**	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	economy, produce, market economy, private property rights, voluntary exchange, competition, consumer soverignty, incentives, specialization, positive incentives, negative incentives, price, purchasing, specialization, division of labor, productivity, competition, supply, demand, circular flow model, market simulation, employment, unemployment	Rubicon Atlas, teacher created
	4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).			
	4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.			
	4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).			
	4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).			
	4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**			
	4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**			

	4 - E1.0.8	Explain why public goods (e.g., libraries, roads, parks) are not privately owned.			
	4.E2	The National Economy			
	4 - E2.0.1	Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).			
	4.E3	International Economy			
	4 - E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).			
	4.P4	Citizen Involvement			
Identify and analyze a public issue, clearly state a problem as a public policy issue analyze various perspectives, and generate and evaluate possible alternative solutions	4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	develop, implement, action plan, public issue	Rubicon Atlas, teacher created
	4 - P4.2.2	Participate in projects to help or inform others.			

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.C1	Conceptual Foundations of Civic and Political Life			
Explain why people create governments	4 - C1.0.1	Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	political scientists, probable consequences, Preamble, Constitution	Rubicon Atlas, teacher created
	4 - C1.0.2	Explain probable consequences of an absence of government and of rules and laws.			
	4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.			
	4.C2	Values and Principles of American Democracy			
Describe the structure of the government in the United States and how it functions to serve its citizens	4 - C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	popular sovereignty, rule of law, checks and balances, separation of powers, individual rights, Constitution, Bill of Rights, federal government, branches of government, checks and balances, Congress, taxing	Rubicon Atlas, teacher created
	4 - C2.0.2	Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).			
	4.C3	Relationships of the United States to Other Nations and World Affairs			
	4 - C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).			
	4 - C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).			
	4 - C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).			

	4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**			
	4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.			
	4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).			
	4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.			
	4.C5	**Citizenship in the United States**			
Describe the responsibilities and rights of citizens	**4 - C5.0.1**	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	responsibilities, rights, citizenship, limits, values, principles, democracy	Rubicon Atlas, teacher created
	4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**			
	4 - C5.0.3	**Explain why rights have limits.**			
	4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.			
	4.P3	**Public Discourse and Decision Making**			
Identify and analyze a public issue, clearly state a problem as a public policy issue analyze various perspectives, and generate and evaluate possible alternative solutions	4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	public issue, graphic data, alternative resolutions, core democratic values, position, justify, reasoned argument,	Essay, Rubicon Atlas, teacher created
	4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.			
	4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.			
	4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.			
	4.P4	**Citizen Involvement**			
	4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			
	4 - P4.2.2	Participate in projects to help or inform others.			

4th- Math Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.OA.A				
Use the four operations with whole numbers to solve problems.	**4.OA.A.1**	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	interpret, equation, comparison, multiplicative equations	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**		muliplicative comparisons, equations, unknown number, additive comparison	
	4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**		multi-step, whole numbers, remainders, equations, unknown, reasonableness, mental computation, estimation strategies	
	4.OA.B				
Gain familiarity with factors and multiples.	4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	factor pairs, range, multiple, prime, composite	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.OA.C				
Generate and analyze patterns.	4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	number pattern, shape pattern, rule, explicit, sequence, odd, even	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.NBT.A				
Generalize place value understanding for multi-digit whole numbers.	**4.NBT.A.01**	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	multi-digit number, place value	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**			
	4.NBT.A.03	**Use place value understanding to round multi-digit whole numbers to any place.**			
	4.NBT.B				
Use place value understanding and properties of operations to perform multi-digit arithmetic	**4.NBT.B.04**	**Fluently add and subtract multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	fluency, standard algorithm	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments

4th- Math Curriculum Map 2019-2020

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.OA.A				
Use the four operations with whole numbers to solve problems.	**4.OA.A.1**	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	interpret, equation, comparison, multiplicative equations	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**		muliplicative comparisons, equations, unknown number, additive comparison	
	4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**		multi-step, whole numbers, remainders, equations, unknown, reasonableness, mental computation, estimation strategies	
	4.OA.B				
Gain familiarity with factors and multiples.	4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	factor pairs, range, multiple, prime, composite	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.OA.C				
Generate and analyze patterns.	4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	number pattern, shape pattern, rule, explicit, sequence, odd, even	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.NBT.A				
Generalize place value understanding for multi-digit whole numbers.	**4.NBT.A.01**	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	multi-digit number, place value	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessments
	4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**			
	4.NBT.A.03	**Use place value understanding to round multi-digit whole numbers to any place.**			
	4.NBT.B				
Use place value understanding and properties of operations to perform multi-digit arithmetic	**4.NBT.B.04**	**Fluently add and subtract multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets,	fluency, standard algorithm	Eureka Math exit tickets, Focal

	4.NBT.B.05	**Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	digits, place value, properties of operations, calculation, equations, rectangular arrays, area models	Point K12 assessments, Benchmark assessments
	4.NBT.B.06	**Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**		quotients, remainders, dividends, divisors	

4th- Math Curriculum Map 2019-2020

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.NBT.B				
Use place value understanding and properties of operations to perform multi-digit arithmetic	**4.NBT.B.04**	**Fluently add and subtract multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	fluency, standard algorithm	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	4.NF.A				
Extend understanding of fraction equivalence and ordering.	**4.NF.A.01**	**Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, fraction models	fraction, equivalent, visual fraction model, equivalent fractions	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	4.NF.A.02	**Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.**		numerators, denominators, common, benchmark fraction, comparison, greater than, less than, equal to	
	4.NF.B				
Build fractions from unit fractions.	**4.NF.B.04a**	**Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, fraction models	fraction, multiple, visual fraction model, product, equation	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	4.NF.B.04b	**Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)**		whole number, visual fraction model, product	
	4.NF.B.04c	**Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?**		fraction, whole number, multiply	
	4.NF.C				
Understand decimal notation for fractions, and compare decimal fractions.	**4.NF.C.05**	**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, fraction models	denominator, equivalent,	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	4.NF.C.06	**Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**		decimal notation, number line diagram	
	4.NF.C.07	**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**		decimals, hundredths, comparison, greater than, less than, equal to	
	4.MD.A				
Solve problems involving measurement and conversion of measurements.	4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, measurement tools for length and	relative size, measurement units, km, m, cm, kg, g, lb, oz, l, hr, min, sec, conversion table	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment

	4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	volume	distances, intervals of time, volume, mass, money, fractions, decimals	
	4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.		perimeter, width, length, area, formula	
	4.MD.B				
Represent and interpret data.	4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, fraction models	line plot	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment

4th- Math Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	4.NBT.B				
Use place value understanding and properties of operations to perform multi-digit arithmetic	**4.NBT.B.04**	**Fluently add and subtract multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	fluency, standard algorithm	Eureka Math exit tickets, Focal Point K12 assessments
	4.MD.C				
Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, anchor charts, protractors	angle, endpoint, ray, circular arc, degree	Eureka Math exit tickets, Focal Point K12 assessments
	4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.		angle measure, degrees	
	4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		protractor	
	4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		additive, decompose, overlap, unknown angles, equation	
	4.G.A				
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, anchor charts related to geometric terms	points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular lines, parallel lines	Eureka Math exit tickets, Focal Point K12 assessments
	4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.		classify, 2-dimensional figures, parallel lines, perpendicular lines, angles, right angles	
	4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.		symmetry, line-symmetric figures, lines of symmetry	

5th - ELA Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Identify details and examples in text; use the author's name or expressions like, ***the author states*** , or ***in the author's opinion*** when quoting from the texts; cite specific examples and details to support inferences, when inferring from the text; cite what the author said that lead to the conclusion	**RL.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explicit, inference, textual evidence, conclude, author's purpose, quote	Focal Point K12 assessments, Benchmark assessment, quick checks, teacher created (for novel studies)
Identify universal themes in stories, dramas, or poems; identify the topics in the writing; locate details that support the theme; understand the characters respond to challenges in different ways, such as internally or externally; understand that reflection is an inner process, summarize the text	**RL.5.2**	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, drama, poem, details, characters, reflects, topics, summarize, conflict, resolution, solution	
Identify the characters, setting and major events of a story; compare and contrast characters, setting and events in a story or drama; provides specific details between characters; provide specific details when comparing or contrasting settings or events	**RL.5.3**	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	themes, traits (characteristic), compare, contrast, describe, character/character traits, dialogue, analyze	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; understand that words and phrases have often have literal and figurative meanings; know that similes and metaphors are words used to compare two objects; use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase	**RL.5.4**	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	context clue, symbolize, imagery, figurative meaning, literal example, impression, detail, digital, footnote	
Understand the points the author is trying to make; decide what the author is saying that would help explain your belief; use phrases such as: ***according to the author, in the book the author says, on page six the author wrote, when explaining what the text says;*** when inferring from the text cite what the author said that lead you to the conclusion; cite specific examples and details to support inference	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, explicitly, drawing inferences, accurately, conclude, support, evidence, inference, generalization	
Identify the main ideas of the text; determine which details are key to the text; analyze how the author supported the main ideas with those details; know how to summarize text; use key details and the main idea to summarize	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, main ideas, support, summarize, key details, explain	

Recognize the differences between an event, an idea, individual, or concept; understand information read in historical, scientific, or technical text; compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology; cite specific information from the text that supports observations about relationships or	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	events, concepts, ideas, interactions, relationship, historical, scientific, technical, information	
Know how to use a dictionary or digital reference material to determine the meaning of words; know how to use Greek and Latin affixes and root as clues to determine the meaning of a word/phrase; use context to help determine the meaning of figurative language; use the relationship of words to help determine the word meaning; recognize when a phrase is being used as an idiomatic expression; understand the words may have multiple meanings	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiple meaning words, figurative language, idiom, synonym, antonym, prefix, suffix, Greek and Latin root words, reference materials, digital	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context, skills, roots, affixes, accurately	Spelling tests, Focal Point assessments, ELA benchmark assessment, running records
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use Strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text for information; scan text to confirm	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Self-correction, self-monitoring, fluency, comprehension, re-reading, check for understanding, genres, purpose, skim, scan, expression	
	RF.5.4a	Read on-level text with purpose and understanding.			
	RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Outline the major events and setting of the story; let people know who is telling the story and what situation the characters find themselves in; use the character's words to help explain what is happening and what the character is thinking; know and use a variety if temporal words to move the story from beginning to end; use sensory and descriptive words to help the reader visualize the characters, experiences, and settings in the story; use precise words to help the reader understand the feeling and thoughts of the characters; understand the importance the importance of a satisfying conclusion	**W.5.3**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	narrative, narrator, characters, sequence, dialogue, pacing, description, behaviors, responses, temporal words, precise, conclusion	Focal Point K12, Benchmark assessment, Writing Benchmark, Writing rubrics
	W.5.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
	W.5.3b	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**			
	W.5.3c	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**			
	W.5.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
	W.5.3e	**Provide a conclusion that follows from the narrated experiences or events.**			

Select appropriate writing topics; recognize purpose for writing; know the audience; organize thoughts to focus on a topic; know how to research a topic using various sources; generate questions to continue to write on a topic for extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, a body, and a conclusion; know that writing a research project you must include and cite various sources	**W.5.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, summarize, revise/edit, bibliography, sources, peer, graphic organizers	
Speaking and Listening					
Summarize information presented orally or by media sources; understand that evidence can be examples, facts, or personal interview; identify the claims made by the speaker or media source; identify when the claims are not logical or based on a misconception/fallacy; analyze whether the evidence and reasons are valid	**SL.5.3**	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	summarize, evidence, claim, supported, misconception, logical, fallacy, identify media source, reason	Rubrics
Plan an opinion speech; sequence ideas in the speech in an order that is logical, use evidence to support the position/opinion; use transitions words that link the opinions and evidence is a manner that is logical; sequence ideas logically sing facts and details; memorize and recite a poem; memorize and recite part of a speech or historical document; when reciting use appropriate gestures or expressions	**SL.5.4**	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	deliver, facts, details, logically (logic), appropriate, specific organized, sequencing, memorize, recite, expression, gesture, historical document	
Ability to adapt speech to a variety of contexts; understand the use of formal English; know when it would be appropriate to use formal English; identify your audience	**SL.5.6**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	adapt, speech, context, formal English, informal English, situation	
Language					
Know how to use different types of sentences in order to make a story more interesting to read; understand how to expand, combine, or reduce sentences for meaning; recognize dialects and registers when reading or listening; know that dialects and registers are often used by authors for effect	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	expand, combine, reduce, dialect, register, varieties of English, style	Writing quick checks, writing benchmark, rubrics, Focal Point assessments, ELA benchmark, teacher created
	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms); be able to recognize words that are synonyms, antonyms, or homographs; recognize common idioms, adages and proverbs	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative language, similes, metaphors, adages, proverbs, idioms, synonym, antonym, homographs	
	L.5.5a	Interpret figurative language, including similes and metaphors, in context.			

Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize); understand content specific words: (constitution, immigration, legislature, natural resources); read a wide variety of text, both print and digital media; participate in collaborative discussions; write for a variety of purposes and in different genres	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, domain, specific, signal, contrast	

5th - ELA Curriculum Map 2019-2020

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Identify details and examples in text; use the author's name or expressions like, ***the author states*** , or ***in the author's opinion*** when quoting from the texts; cite specific examples and details to support inferences, when inferring from the text; cite what the author said that lead to the conclusion	**RL.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explicit, inference, textual evidence, conclude, author's purpose, quote	Focal Point K12 assessments, Benchmark assessment, quick checks, teacher created (for novel studies)
Identify universal themes in stories, dramas, or poems; identify the topics in the writing; locate details that support the theme; understand the characters respond to challenges in different ways, such as internally or externally; understand that reflection is an inner process, summarize the text	**RL.5.2**	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, drama, poem, details, characters, reflects, topics, summarize, conflict, resolution, solution	
Identify the characters, setting and major events of a story; compare and contrast characters, setting and events in a story or drama; provides specific details between characters; provide specific details when comparing or contrasting settings or events	**RL.5.3**	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	themes, traits (characteristic), compare, contrast, describe, character/character traits, dialogue, analyze	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; understand that words and phrases have often have literal and figurative meanings; know that similes and metaphors are words used to compare two objects; use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase	**RL.5.4**	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	context clue, symbolize, imagery, figurative meaning, literal example, impression, detail, digital, footnote	
Understand that stories, poems and dramas have different organizational elements; follow the message of the story, poem, or drama across chapters, stanzas, or scenes; understand that dramas have scenes, cast of characters, setting, and narrator; understand that stories have beginnings, conflicts/problems and conclusions; know that often poems have stanzas or verses that provide additional details for the reader	**RL.5.5**	**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	drama, dialogue, scenes, casts, act, stage directions, dramatic literature, poem, stanza	
Identify the person who is telling the story; know that the way a person tells a story is influenced by their role and the outcomes of the story; understand how the narrator's point of view influences the description of events	**RL.5.6**	**Describe how a narrator's or speaker's point of view influences how events are described.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	influence, author, narrator, speaker in text, point of view, develop	

Understand the points the author is trying to make; decide what the author is saying that would help explain your belief; use phrases such as: ***according to the author, in the book the author says, on page six the author wrote, when explaining what the text says;*** when inferring from the text cite what the author said that lead you to the conclusion; cite specific examples and details to support inference	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, explicitly, drawing inferences, accurately, conclude, support, evidence, inference, generalization	
Identify the main ideas of the text; determine which details are key to the text; analyze how the author supported the main ideas with those details; know how to summarize text; use key details and the main idea to summarize	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, main ideas, support, summarize, key details, explain	
Recognize the differences between an event, an idea, individual, or concept; understand information read in historical, scientific, or technical text; compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology; cite specific information from the text that supports observations about relationships or interactions	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	events, concepts, ideas, interactions, relationship, historical, scientific, technical, information	
Know how to use a dictionary or digital reference material to determine the meaning of words; know how to use Greek and Latin affixes and root as clues to determine the meaning of a word/phrase; use context to help determine the meaning of figurative language; use the relationship of words to help determine the word meaning; recognize when a phrase is being used as an idiomatic expression; understand the words may have multiple meanings	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiple meaning words, figurative language, idiom, synonym, antonym, prefix, suffix, Greek and Latin root words, reference materials, digital	
Know that organizational structures are used to convey information (chronology, comparison, cause/effect, problem/solution); know that some authors organize events, ideas, concepts or information in chronological (time) order; compare and contrast how two different authors wrote about the events, ideas, concepts or information in two or more texts	**RI.5.5**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	chronological order, cause and effect, comparison, problem and solutions, structure, events, concepts, describe	
Understand that the word ***account*** is a synonym for a description of an event or experience; understand that multiple accounts might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts;describe similarities and differences between two accounts of the same events or topic; explain point of view	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	accounts, topic, similarities, differences, point of view	

Recognize the points the author is trying to make through his writing; explain what evidence is used and how it supports what he/she has written; define the difference between reasons and evidence; identify what reasons the author gives for making these points; identify facts and details the author has cited as evidence to support his point	**RI.5.8**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	evidence, reason, support, author, points, identify	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context, skills, roots, affixes, accurately	Spelling tests, Focal Point assessments, ELA benchmark assessment, running records
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use Strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text for information; scan text to confirm	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Self-correction, self-monitoring, fluency, comprehension, re-reading, check for understanding, genres, purpose, skim, scan, expression	
	RF.5.4a	Read on-level text with purpose and understanding.			
	RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Write an introduction that includes a topic sentence; understand how to develop a topic; know that illustrations, headings, pictures can make the writing understandable; logically group information so that the writing remains focused; know the correct way to format and include facts, definitions, quotes and examples to help convey information; support the topic with facts; use appropriate vocabulary; provide an effective conclusion	**W.5.2**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	topic, focus, logical, links, categories, conclusion	Focal Point K12, Benchmark assessment, Writing Benchmark, Writing rubrics
	W.5.2a	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			
	W.5.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
	W.5.2c	**Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**			
	W.5.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
	W.5.2e	**Provide a concluding statement or section related to the information or explanation presented.**			
Write in a logical, sequential manner; have a large body of know words so they can choose words that will help make meaning clear; understand and use organizational structure such as comparing and contrasting, problem/solution, etc.; understand the purpose for the writing task; understand the audience	**W.5.4**	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	organization, development, substance, style, appropriate, purpose, audience, clear, coherent	
Know and use the conventions of standard English including conjunctions and verb tenses; demonstrate correct usage of capital letters and punctuation, such as commas, quotations, underlining and italics; know different ways to expand, combine and vary sentences; know how to use the stages of writing process; rearrange or edit unnecessary information; be familiar with editing tools such as checklists and handbooks; seek guidance from peers to help add precise language/ideas to writing	**W.5.5**	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	planning, revising, editing, rewriting, organization, approach, guidance, strengthen	

Research topics using multiple sources both print and digital; decide whether information discovered is relevant or important to the work; cite sources both digital and print sources;know and use several note-taking strategies,such as use of index cards, notebooks, graphic organizers, know how to paraphrases the words of the author without copying; create a bibliography summarize information from multiple sources; interpret data	**W.5.8**	**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	digital sources, summarize, paraphrase, bibliography, research, relevant (pertinent), note-taking, cite, quote	
Select appropriate writing topics; recognize purpose for writing; know the audience; organize thoughts to focus on a topic; know how to research a topic using various sources; generate questions to continue to write on a topic for extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, a body, and a conclusion; know that writing a research project you must include and cite various sources	**W.5.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, summarize, revise/edit, bibliography, sources, peer, graphic organizers	
Speaking and Listening					
Summarize information presented orally or by media sources; understand that evidence can be examples, facts, or personal interview; identify the claims made by the speaker or media source; identify when the claims are not logical or based on a misconception/fallacy; analyze whether the evidence and reasons are valid	**SL.5.3**	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	summarize, evidence, claim, supported, misconception, logical, fallacy, identify media source, reason	Rubrics
Understand how to create visual displays; know how to embed multimedia components (photos, audio, text, animations,wtc.) in a presentation; know how to use digital media including video cameras, projectors, Powerpoint presentations, document cameras	**SL.5.5**	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	strategic, multimedia components, presentations, digital media, visual display, data, enhance	
Ability to adapt speech to a variety of contexts; understand the use of formal English; know when it would be appropriate to use formal English; identify your audience	**SL.5.6**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	adapt, speech, context, formal English, informal English, situation	
Language					
Know the different uses for the comma including, separating items in a series; know which of several ways is the correct one for indicating titles of works; spell grade level words correctly	L.5.2a	Use punctuation to separate items in a series.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	commas, items, tag question, introductory element, underlining, conventions, quotation marks, punctuation, italics	Writing quick checks, writing benchmark, rubrics, Focal Point assessments, ELA benchmark, teacher created
	L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.			
	L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).			
Know how to use different types of sentences in order to make a story more interesting to read; understand how to expand, combine, or	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Reading A-Z books, Readworks, various picture books, Teacher	expand, combine, reduce, dialect, register, varieties of English, style	
	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			

reduce sentences for meaning; recognize dialects and registers when reading or listening; know that dialects and registers are often used by authors for effect	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Pay Teachers, Brainpop, Standards mini-lessons		
Use strategies for solving unknown words including: using the roots and affixes, using the context, using digital and print reference materials; interpret figurative language; understand and explain the meaning of common idioms, adages, and proverb; be able to use context clues to interpret the meaning of a word; from several alternatives choose the appropriate alternate word; identify word that are used in multiple ways in different content areas	L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative , root word, prefix, suffix, interpret, idioms, adages, proverbs, context clues	
Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms); be able to recognize words that are synonyms, antonyms, or homographs; recognize common idioms, adages and proverbs	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative language, similes, metaphors, adages, proverbs, idioms, synonym, antonym, homographs	
	L.5.5a	Interpret figurative language, including similes and metaphors, in context.			
Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize); understand content specific words: (constitution, immigration, legislature, natural resources); read a wide variety of text, both print and digital media; participate in collaborative discussions; write for a variety of purposes and in different genres	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, domain, specific, signal, contrast	

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Identify details and examples in text; use the author's name or expressions like, ***the author states*** , or ***in the author's opinion*** when quoting from the texts; cite specific examples and details to support inferences, when inferring from the text; cite what the author said that lead to the conclusion	**RL.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explicit, inference, textual evidence, conclude, author's purpose, quote	Focal Point K12 assessments, Benchmark assessment, quick checks, teacher created (for novel studies)
Identify universal themes in stories, dramas, or poems; identify the topics in the writing; locate details that support the theme; understand the characters respond to challenges in different ways, such as internally or externally; understand that reflection is an inner process, summarize the text	**RL.5.2**	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, drama, poem, details, characters, reflects, topics, summarize, conflict, resolution, solution	
Identify the characters, setting and major events of a story; compare and contrast characters, setting and events in a story or drama; provides specific details between characters; provide specific details when comparing or contrasting settings or events	**RL.5.3**	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	themes, traits (characteristic), compare, contrast, describe, character/character traits, dialogue, analyze	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; understand that words and phrases have often have literal and figurative meanings; know that similes and metaphors are words used to compare two objects; use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase	**RL.5.4**	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	context clue, symbolize, imagery, figurative meaning, literal example, impression, detail, digital, footnote	
Identify the person who is telling the story; know that the way a person tells a story is influenced by their role and the outcomes of the story; understand how the narrator's point of view influences the description of events	**RL.5.6**	**Describe how a narrator's or speaker's point of view influences how events are described.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	influence, author, narrator, speaker in text, point of view, develop	
Know that when creating a multimedia presentation some of the elements to consider are: text, animation, photos, video, sound; identify how visual and multimedia elements help increase the understanding of text; explain how images, sounds and movements contribute to the tone of th text; explain fow photos, animation, and sounds are used to create beauty in a multimedia presentation of a print text	**RL.5.7**	**Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	graphic novels, multimedia elements, tone, folktale, fiction, myth, visual	

Be familiar with the characteristics of most genres: fables, folk tales, mysteries, poems, adventure stories; identify the approaches authors take by analyzing two or more texts of similar themes	**RL.5.9**	**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, similar, patterns of events, literature, mystery, poem, fable, genre	
Understand the points the author is trying to make; decide what the author is saying that would help explain your belief; use phrases such as: ***according to the author, in the book the author says, on page six the author wrote, when explaining what the text says;*** when inferring from the text cite what the author said that lead you to the conclusion; cite specific examples and details to support inference	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, explicitly, drawing inferences, accurately, conclude, support, evidence, inference, generalization	
Identify the main ideas of the text; determine which details are key to the text; analyze how the author supported the main ideas with those details; know how to summarize text; use key details and the main idea to summarize	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, main ideas, support, summarize, key details, explain	
Recognize the differences between an event, an idea, individual, or concept; understand information read in historical, scientific, or technical text; compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology; cite specific information from the text that supports observations about relationships or interactions	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	events, concepts, ideas, interactions, relationship, historical, scientific, technical, information	
Know how to use a dictionary or digital reference material to determine the meaning of words; know how to use Greek and Latin affixes and root as clues to determine the meaning of a word/phrase; use context to help determine the meaning of figurative language; use the relationship of words to help determine the word meaning; recognize when a phrase is being used as an idiomatic expression; understand the words may have multiple meanings	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiple meaning words, figurative language, idiom, synonym, antonym, prefix, suffix, Greek and Latin root words, reference materials, digital	
Understand that the word ***account*** is a synonym for a description of an event or experience; understand that multiple accounts might include both firsthand (people who were there at the time) and secondhand (someone who learned of the event from someone else) accounts;describe similarities and differences between two accounts of the same events or topic; explain point of view	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	accounts, topic, similarities, differences, point of view	

Be familiar with reference materials in libraries such as atlas, glossaries, encyclopedias; know how to access digital information sources such as Google, Bing, Wolfram, Alpha, Wikipedia, dictionary.com; know how to use key terms to focus a search; know how to enter a question; know how to skim and scan print media to locate answers, determine if a source is credible	**RI.5.7**	**Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	print sources, digital sources, efficiently, locate, synthesize, summarize, topic, solution	
Have access to several text on the same topic; have a system for organizing information from several sources; find the common details about a topic when reading different texts; compare the text to find key details/ideas which are different; combine the most important information; write and speak about a subject knowledgeably	**RI.5.9**	**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	compare, contrast, differ, knowledgeably, integrate	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context, skills, roots, affixes, accurately	Spelling tests, Focal Point assessments, ELA benchmark assessment, running records
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use Strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text for information; scan text to confirm	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Self-correction, self-monitoring, fluency, comprehension, re-reading, check for understanding, genres, purpose, skim, scan, expression	
	RF.5.4a	Read on-level text with purpose and understanding.			
	RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					
Recognize facts from opinions; use various organizational structures, such as cause and effect, chronological order, etc. to organize text; understand the features of expository text; know how to group related ideas; recognize when ideas are not expressed logically; use transitional words and phrases to help the reader follow the information; understand how to express an opinion	**W.5.1**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	organization, opinion, phrases, clauses, transitions, concluding statement, facts, details, logical	Focal Point K12, Benchmark assessment, Writing Benchmark, Writing rubrics
	W.5.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**			
	W.5.1b	**Provide logically ordered reasons that are supported by facts and details.**			
	W.5.1c	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**			
	W.5.1d	**Provide a concluding statement or section related to the opinion presented.**			
Use a standard keyboard and know some of the basic functions; access the Internet as part of a group task; demonstrate knowledge of publishing programs and structure; know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up; know how to save documents on the computer; understand how to use search engines on the Internet such as Google, Bing, Yahoo; be familiar with various computer programs (e.g.: Word, Publisher, Power Point, Spellcheck, email, etc.) and be able to use them efficiently; work collaboratively to complete a written project/document	**W.5.6**	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	document, format, insert, computer, spell check, save, menus, file older, word processing, PowerPoint, keyboarding	

Use the steps for writing a research paper (define a topic, make a list of questions/resources, make notes or create a graphic organizer, write the first draft, seek help to edit and revise from peers, publish); know how to use reference materials such as encyclopedias, search engines or databases; use of keywords for Internet searches; know how to cite a variety of sources; know the organizational structures used when writing a research project; synthesize information from various perspectives or authors; create bibliography	**W.5.7**	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	aspects, topics, research, data base, internet search, bibliography, investigation, site source, synthesize	
Select appropriate writing topics; recognize purpose for writing; know the audience; organize thoughts to focus on a topic; know how to research a topic using various sources; generate questions to continue to write on a topic for extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, a body, and a conclusion; know that writing a research project you must include and cite various sources	**W.5.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, summarize, revise/edit, bibliography, sources, peer, graphic organizers	
Speaking and Listening					
Be prepared when you come to group; use what you have learned to help others; respect the contributions make by others; use rules of conversations: everyone should contribute to the discussion, keep focused on the topic being discussed, don't interrupt, be an attentive listener; help you group stay focused by posing questions that contribute to the discussion; offer comments or responses that build on the remarks of others; listen with the intent to learn and build knowledge	**SL.5.1**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	discussion, elaboration, contribute, clarify, draw conclusion	Rubrics
	SL.5.1a	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**			
	SL.5.1b	**Follow agreed-upon rules for discussions and carry out assigned roles.**			
	SL.5.1c	**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**			
	SL.5.1d	**Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**			
Summarize; interpret information from various formats; offer an explanation; synthesize information; interpret information presented visually, quantitatively or orally	**SL.5.2**	**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	summarize, graph, visually, oral, multimodal, diverse media, formats, quantitatively, orally	
Summarize information presented orally or by media sources; understand that evidence can be examples, facts, or personal interview; identify the claims made by the speaker or media source; identify when the claims are not logical or based on a misconception/fallacy; analyze whether the evidence and reasons are valid	**SL.5.3**	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	summarize, evidence, claim, supported, misconception, logical, fallacy, identify media source, reason	

Plan an opinion speech; sequence ideas in the speech in an order that is logical, use evidence to support the position/opinion; use transitions words that link the opinions and evidence is a manner that is logical; sequence ideas logically sing facts and details; memorize and recite a poem; memorize and recite part of a speech or historical document; when reciting use appropriate gestures or expressions	**SL.5.4**	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	deliver, facts, details, logically (logic), appropriate, specific organized, sequencing, memorize, recite, expression, gesture, historical document	
Ability to adapt speech to a variety of contexts; understand the use of formal English; know when it would be appropriate to use formal English; identify your audience	**SL.5.6**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	adapt, speech, context, formal English, informal English, situation	
Language					
Explain the function of conjunctions, prepositions, and interjections; use the appropriate verb tenses; know that verb tenses convey a sense of time and state of being; monitor the use of verb tenses and correct when necessary; correctly use either/or, neither/nor, etc.	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	conventions, conjunctions, correlative, perfect verbs, prepositions, interjections, grammar, verb tense, aspect	Writing quick checks, writing benchmark, rubrics, Focal Point assessments, ELA benchmark, teacher created
	L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.			
	L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.			
	L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.			
	L.5.1d	Recognize and correct inappropriate shifts in verb tense.*			
	L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).			
Know the different uses for the comma including, separating items in a series; know which of several ways is the correct one for indicating titles of works; spell grade level words correctly	L.5.2a	Use punctuation to separate items in a series.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	commas, items, tag question, introductory element, underlining, conventions, quotation marks, punctuation, italics	
	L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.			
	L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).			
Know how to use different types of sentences in order to make a story more interesting to read; understand how to expand, combine, or reduce sentences for meaning; recognize dialects and registers when reading or listening; know that dialects and registers are often used by authors for effect	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	expand, combine, reduce, dialect, register, varieties of English, style	
	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Use strategies for solving unknown words including: using the roots and affixes, using the context, using digital and print reference materials; interpret figurative language; understand and explain the meaning of common idioms, adages, and proverb; be able to use context clues to interpret the meaning of a word; from several alternatives choose the appropriate alternate word; identify word that are used in multiple ways in different content areas	L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative , root word, prefix, suffix, interpret, idioms, adages, proverbs, context clues	
	L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			

Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize); understand content specific words: (constitution, immigration, legislature, natural resources); read a wide variety of text, both print and digital media; participate in collaborative discussions; write for a variety of purposes and in different genres	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, domain, specific, signal, contrast	

5th - ELA Curriculum Map 2019-2020

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Vocabulary	Assessments
Reading					
Identify details and examples in text; use the author's name or expressions like, ***the author states*** , or ***in the author's opinion*** when quoting from the texts; cite specific examples and details to support inferences, when inferring from the text; cite what the author said that lead to the conclusion	**RL.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	explicit, inference, textual evidence, conclude, author's purpose, quote	Focal Point K12 assessments, quick checks, teacher created (for novel studies)
Identify universal themes in stories, dramas, or poems; identify the topics in the writing; locate details that support the theme; understand the characters respond to challenges in different ways, such as internally or externally; understand that reflection is an inner process, summarize the text	**RL.5.2**	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	theme, drama, poem, details, characters, reflects, topics, summarize, conflict, resolution, solution	
Identify the characters, setting and major events of a story; compare and contrast characters, setting and events in a story or drama; provides specific details between characters; provide specific details when comparing or contrasting settings or events	**RL.5.3**	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	themes, traits (characteristic), compare, contrast, describe, character/character traits, dialogue, analyze	
Use context clues to help determine the meaning of unknown words or phrases in text; use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text; understand that words and phrases have often have literal and figurative meanings; know that similes and metaphors are words used to compare two objects; use glossary, footnotes, or digital sources to determine the meaning of an unknown word or phrase	**RL.5.4**	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	context clue, symbolize, imagery, figurative meaning, literal example, impression, detail, digital, footnote	
Select books at the appropriate grade level; have the opportunity to read and listen to books from a variety of genres; use a recording sheet to track the titles and genres of books and stories read	**RL.5.10**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	literature, independently, fluently, author, genres	
Understand the points the author is trying to make; decide what the author is saying that would help explain your belief; use phrases such as: ***according to the author, in the book the author says, on page six the author wrote, when explaining what the text says;*** when inferring from the text cite what the author said that lead you to the conclusion; cite specific examples and details to support inference	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	quote, explicitly, drawing inferences, accurately, conclude, support, evidence, inference, generalization	

Identify the main ideas of the text; determine which details are key to the text; analyze how the author supported the main ideas with those details; know how to summarize text; use key details and the main idea to summarize	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	determine, main ideas, support, summarize, key details, explain	
Recognize the differences between an event, an idea, individual, or concept; understand information read in historical, scientific, or technical text; compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology; cite specific information from the text that supports observations about relationships or interactions	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	events, concepts, ideas, interactions, relationship, historical, scientific, technical, information	
Know how to use a dictionary or digital reference material to determine the meaning of words; know how to use Greek and Latin affixes and root as clues to determine the meaning of a word/phrase; use context to help determine the meaning of figurative language; use the relationship of words to help determine the word meaning; recognize when a phrase is being used as an idiomatic expression; understand the words may have multiple meanings	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	multiple meaning words, figurative language, idiom, synonym, antonym, prefix, suffix, Greek and Latin root words, reference materials, digital	
Understand how to use text features to comprehend information text; understand that the purpose of reading informational text is to learn about or understand a subject better; know how to access many different types of informational text such as magazine, online website, textbooks, that vary in a range of text complexity	**RI.5.10**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	independently, proficiently, fluently, bold print, headings, level, range, complexity	
Foundational Skills					
Know which letters and sounds are related; be familiar with syllabication patterns; use roots, affixes and base words to read unfamiliar multisyllabic words in context; combine phonics and word analysis skills to decode unfamiliar multisyllabic words out of context	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	letter-sounds, syllabication pattern, context, skills, roots, affixes, accurately	Spelling tests, Focal Point assessments, ELA benchmark assessment, running records
Set a purpose for reading; know when understanding has been lost; use expression when reading; self-monitor for understanding; use Strategies for self-correction; read a variety of fiction text; re-read for fluency and comprehension; skim text for information; scan	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	Self-correction, self-monitoring, fluency, comprehension, re-reading, check for understanding, genres, purpose, skim, scan,	
	RF.5.4a	Read on-level text with purpose and understanding.			
	RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
	RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Writing					

Use a standard keyboard and know some of the basic functions; access the Internet as part of a group task; demonstrate knowledge of publishing programs and structure; know how to set margins, spacing, tabs, make columns, add page numbers, page orientation and set up; know how to save documents on the computer; understand how to use search engines on the Internet such as Google, Bing, Yahoo; be familiar with various computer programs (e.g.: Word, Publisher, Power Point, Spellcheck, email, etc.) and be able to use them efficiently; work collaboratively to complete a written project/document	**W.5.6**	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	document, format, insert, computer, spell check, save, menus, file older, word processing, PowerPoint, keyboarding	Focal Point K12, Benchmark assessment, Writing Benchmark, Writing rubrics
Analyze information based on the details the author provides; synthesize information using the interactions of the characters, events, and settings with their knowledge of the world; cite information and explain how it supports the points the author is trying to make; research information and draw conclusions about what has been said/written	**W.5.9**	**Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, analysis, support, reflection, evidence, literary, informational text	
	W.5.9a	**Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").**			
	W.5.9b	**Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").**			
Select appropriate writing topics; recognize purpose for writing; know the audience; organize thoughts to focus on a topic; know how to research a topic using various sources; generate questions to continue to write on a topic for extended amount of time; know how to conclude different types of writings; know that a research paper has an introduction, a body, and a conclusion; know that writing a research project you must include and cite various sources	**W.5.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	research, summarize, revise/edit, bibliography, sources, peer, graphic organizers	
Speaking and Listening					
Summarize information presented orally or by media sources; understand that evidence can be examples, facts, or personal interview; identify the claims made by the speaker or media source; identify when the claims are not logical or based on a misconception/fallacy; analyze whether the evidence and reasons are valid	**SL.5.3**	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	summarize, evidence, claim, supported, misconception, logical, fallacy, identify media source, reason	Rubrics
Ability to adapt speech to a variety of contexts; understand the use of formal English; know when it would be appropriate to use formal English; identify your audience	**SL.5.6**	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	adapt, speech, context, formal English, informal English, situation	
Language					
Know the different uses for the comma including, separating items in a series; know which of several ways is the correct one for indicating titles of works; spell grade level words correctly	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	commas, items, tag question, introductory element, underlining, conventions, quotation marks, punctuation, italics	Writing quick checks, writing benchmark, rubrics, Focal Point
	L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.			

Know how to use different types of sentences in order to make a story more interesting to read; understand how to expand, combine, or reduce sentences for meaning; recognize dialects and registers when reading or listening; know that dialects and registers are often used by authors for effect	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	expand, combine, reduce, dialect, register, varieties of English, style	assessments, ELA benchmark, teacher created
	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
Use strategies for solving unknown words including: using the roots and affixes, using the context, using digital and print reference materials; interpret figurative language; understand and explain the meaning of common idioms, adages, and proverb; be able to use context clues to interpret the meaning of a word; from several alternatives choose the appropriate alternate word; identify word that are used in multiple ways in different content areas	L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative , root word, prefix, suffix, interpret, idioms, adages, proverbs, context clues	
Understand what figurative language is and be able to recognize it in text (similes, metaphors, personification, idioms); be able to recognize words that are synonyms, antonyms, or homographs; recognize common idioms, adages and proverbs	L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	figurative language, similes, metaphors, adages, proverbs, idioms, synonym, antonym, homographs	
	L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
Understand that academic words are found in a variety of school subjects: (analyze, determine, summarize, determine, recognize); understand content specific words: (constitution, immigration, legislature, natural resources); read a wide variety of text, both print and digital media; participate in collaborative discussions; write for a variety of purposes and in different genres	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons	academic, domain, specific, signal, contrast	

5th -Science Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.MS.SPM	Structure and Properties of Matter			
This unit helps students develop the concepts of “substances” and “chemical reactions.” Students see that chemical reactions enable us to make new materials by transforming the ones we have. The results of these reactions are interesting and sometimes profoundly useful.	**SCI.5.PS1.1**	**Develop a model to describe that matter is made of particles too small to be seen**	Mystery Science (Chemical Magic), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	particles, quantities, weight of matter, measurements, properties, investigation, substances	Mystery science, Interactive Science quick checks, Focal Point K12 items, teacher created, Performance task
	SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**			
	SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**			
	SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**			
	SCI.5.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve an object or tool; these standards will be addressed with the standards above	SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	development, improved, physical model, compare, strengths, weaknesses	Mystery science, Interactive Science quick checks, Focal Point K12 items, teacher created
	SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.MS.SPM	Structure and Properties of Matter			
This unit on ecology helps students develop the idea that plants, animals, and fungi form a system of interdependent parts, with each part dependent on the other parts for its material nourishment. By the end of the unit, teachers will be able to guide their students to the conclusion that organic matter is cycling through	**SCI.5.PS3.1**	**Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	Mystery Science (Web of Life), Interactive Science, Discovery Education, You Tube videos, Brain Pop, Reading A-Z, Science A-Z	energy, model, decomposers, environment, food chain, producers, consumers	Mystery science, Interactive Science quick checks, Focal Point K12 items, teacher created
	SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water			
	SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment			
	SCI.5.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve an object or tool; these standards will be addressed with the standards above	SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	development, improved, physical model, compare, strengths, weaknesses	Mystery science assessments, Interactive Science quick checks and assessments, Focal Point K12 items, teacher created
	SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	SCI.5.ES	Earth’s Systems			
This unit helps students develop the idea that water is a profoundly important natural resource, but one which requires surprising ingenuity to find and maintain.	**SCI.5.ESS2.1**	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**	Mystery Science (Watery Planet), Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	model, geosphere, biosphere, hydrosphere, atmosphere, Great Lakes Basin, percentages, reservoirs, distribution	Mystery science assessments, Interactive Science quick checks and assessments, Focal Point K12 items, teacher created
	SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**			
	SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**			
	SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**			
	SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment			
	SCI.5.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the	SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science,	development, improved, physical model, compare,	Mystery science assessments,

solutions, and determine how to improve an object or tool; these standards will be addressed with the standards above	SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	strengths, weaknesses	Interactive Science quick checks and assessments, Focal Point K12 items, teacher created
	SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			
QUARTER 4					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	SCI.5.SS	Space Systems: Stars and the Solar System			
This astronomy unit helps students develop a new perspective on the world they're standing on. They will be given evidence that the Earth beneath our feet is actually moving through space, both spinning on its axis, and traveling in a great orbit around the Sun. They will see how these movements account for the patterns we see in our sky (the paths of our Sun across the sky, the changing seasons, and the changing constellations). Accompanying us on this journey are the Moon and planets, which the students will observe have their own patterns of movement in the sky. Throughout this investigation students will engage in actual and simulated observations of the sky, and they will engage in the process of inquiry: beginning with observations, debating a range of possible causes, and reasoning to possible	**SCI.5.PS2.1**	**Support an argument that the gravitational force exerted by Earth on objects is directed down**	Mystery Science, Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	gravitational force, brightness, relative distances, graphical displays, length, direction, seasonal appearance	Mystery science assessments, Interactive Science quick checks and assessments, Focal Point K12 items, teacher created
	SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**			
	SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**			
	SCI.5.ETS	Engineering Design			
Students will identify a problem, generate possible solutions, test the solutions, and determine how to improve an object or tool; these standards will be addressed with the standards above	SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	Mystery Science, Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	development, improved, physical model, compare, strengths, weaknesses	
	SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			
	SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			

5th -Social Studies Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.U1	American Indian Life in the Americas			
Life of people living in North America before European exploration; Causes and consequences of European exploration and colonization;	5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	Southwest, Pacific Northwest, nomadic nations, Great Plains, woodland peoples, Mississippi River, adapt, modified, governmental structures, property ownership, technological developments, political developments, case studies, convergence, perspective, primary sources, secondary sources, impact, approaches, Columbian Exchange	MC3 Rubicon Atlas, teacher created
	5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.			
	5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.			
	5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.			
	5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).			
	5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.			
	5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.			
	5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.			
	5 - U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.U1	American Indian Life in the Americas			
Lives of people living in Western Africa prior to the 16th century	5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	regions, economic structures, family structures	MC3 Rubicon Atlas, teacher created
	5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.			
	5.U2	European Struggle for Control of North America			

European struggle for control of North America; compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies; Distinguish among and explain the reasons for regional differences in colonial America	**5 - U2.1.1**	**Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery**	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	Southern colonies, patterns of settlement, impact, settlement, one-crop economies, colonial representative assemblies, slavery, New England colonies, colonial legislatures, royal government, Middle Colonies, immigration, ethnic diversity, regional settlement, Triangular Trade, trade routes, emerging, labor force, generalizations	MC3 Rubicon Atlas, teacher created
	5 - U2.1.2	**Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England**			
	5 - U2.1.3	**Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)**			
	5 - U2.1.4	**Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)**			
	5 - U2.2.1	**Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)**			
	5 - U2.2.2	**Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)**			
	5 - U2.2.3	**Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)**			
	5 - U2.3.1	**Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)**			
	5 - U2.3.2	**Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)**			
	5 - U2.3.3	**Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)**			
	5 - U2.3.4	**Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)**			

	5 - U2.3.5	**Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)**			
QUARTER 3					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	5.U3	**Causes of the American Revolution**			
Identify the major political, economic, and ideological reasons for the American Revolution; understand the multi-faceted nature of the American Revolution and its consequences	5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	French and Indian War, policy, colonies, dissatisfaction, cause, effect, Stamp Act, Boston Tea Party, Intolerable Acts, Boston Massacre, Revolution, authority, differed, First and Second Continental Congress, independence, Articles of Confederation, Declaration of Independence, self-government, Mayflower Compact, House of Burgesses, alternative, consequences	MC3 Rubicon Atlas, teacher created
	5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.			
	5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).			
	5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)			
	5 - U3.1.5	**Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)**			
	5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.			
	5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)			
	5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.			
	5.P3	**Public Discourse and Decision Making**			
State a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative solutions; communicate a reasoned position on a public issue	5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly,	contemporary, Constitution, factual questions, definitional questions, ethical questions, core democratic values	MC3 Rubicon Atlas, teacher created, project rubric
	5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**			
	5.P4	**Citizen Involvement**			
	5 - P4.2.2	Participate in projects to help or inform others.			
QUARTER 4					
Unit Focus/ Learning Targets	**Standards**		**Resources**	**Unit Vocabulary**	**Assessments**
	5.U3	**Causes of the American Revolution**			
Identify the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing	5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z,	advantages, disadvantages, American Revolution, incentives, Valley Forge, Battle of Saratoga, Battle of Yorktown, outcome,	MC3 Rubicon Atlas, teacher created
	5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.			

	5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war	Scholastic magazines, Studies Weekly, Promethean Plan	Treaty of Paris, Articles of Confederation, Constitutional convention, convened, Framers, federalism, Bill of Rights, Amendments	
	5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)			
	5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)			
	5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)			
	5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)			
	5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)			
	5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)			
	5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)			
	5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)			
	5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.			
	5.P3	**Public Discourse and Decision Making**			
State a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative solutions; communicate a reasoned position on a public issue	5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	MI Open Book Textbook, MC3-Wayne RESA, Brain Pop, Super Teacher Worksheets, Teachers Pay Teachers, Discovery Education, Reading A-Z, Scholastic magazines, Studies Weekly, Promethean Plan	graphic data, sources, comtemporary public issue, alternative resolutions, Constitution, action plan	MC3 Rubicon Atlas, teacher created, essay rubric
	5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.			
	5.P4	**Citizen Involvement**			
	5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			

5th- Math Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.OA.A				
Write and interpret numerical expressions.	5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	parenthesis, brackets, numerical expressions	Eureka Math exit tickets, Focal Point K12, benchmark assessment
	5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.		expressions, calculations	
	5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.		numerical pattern, rules, relationship, corresponding, ordered pairs, graph, sequence	
	5.NBT.A				
Understand the place value system.	**5.NBT.A.1**	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	multi-digit number, right, left, 10 times	Eureka math exit tickets, Focal Point K12, benchmark assessment
		Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		patterns, product, powers, decimal point, exponents	
	5.NBT.A.2	**Read, write, and compare decimals to thousandths.**		decimals, thousandths	
		Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).		thousandths, base-ten numerals, expanded form	
	5.NBT.A.3a	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**		compare, digits, less than, greater than, equal to	
	5.NBT.A.4	**Use place value understanding to round decimals to any place.**		place value, rounding	
	5.NBT.B				
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	**5.NBT.B.5**	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	multi-digit whole numbers, standard algorithm	Eureka Math exit tickets, Focal Point K12, benchmark assessment
	5.NBT.B.7	**Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.** (add/sub)		hundredths, concrete models, place value, properties of operations, reasoning	

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QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.NBT.B				
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	**5.NBT.B.5**	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	multiply, multi-digit numbers, standard algorithm	Eureka Math exit tickets, Focal Point K12, benchmark assessement
	5.NBT.B.6	**Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**		whole number quotients, dividend, divisors, place value, properties of operations, equations, rectangular arrays, area models	
	5.NBT.B.7	**Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.** (mult/divide)		hundredths, concrete models, multiply, divide	
	5.NF.B				
Apply and extend previous understandings of multiplication and division.	**5.NF.B.3**	**Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?**	Eureka Math, Super Teacher Worksheets, EdHelper sheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	fraction, numerator, denominator, mixed numbers, visual fraction model	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	5.MD.C				
Geometric measurement: understand concepts of volume.	**5.MD.C.3a**	**A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	unit cube, volume	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	5.MD.C.3b	**A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**		solid figure, overlap, gap, unit cubes	
	5.MD.C.4	**Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**		volume, cubic cm, cubic in, cubic ft, improvised units	
	5.MD.C.5	**Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.**		volume	
	5.MD.C.5a	**Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.**		volume, rectangular prism, length, height, area, base, associative property of multiplication	
	5.MD.C.5b	**Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**		formula for volume, right rectangular prisms	
	5.MD.C.5c	**Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**		volume, additive, solid figures	

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QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.NBT.B				
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	**5.NBT.B.5**	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	multiply, multi-digit numbers, standard algorithm	Eureka Math exit tickets, Focal Point K12, benchmark assessement
	5.NF.A				
Use equivalent fractions as a strategy to add and subtract fractions.	**5.NF.A.1**	**Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12, fraction models	fraction, unlike denominators, mixed numbers, equivalent sum/difference	Eureka Math exit tickets, Focal Point K12, benchmark assessement
	5.NF.A.2	**Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.**		fraction models, benchmark fractions, estimate, reasonable	
	5.NF.B				
Apply and extend previous understandings of multiplication and division.	**5.NF.B.4a**	**Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)**	Eureka Math, Super Teacher Worksheets, EdHelper sheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12, unit cubes/squares	product, partition, equivalent, sequence of operations, fraction model	Eureka Math exit tickets, Focal Point K12 assessments, Benchmark assessment
	5.NF.B.4b	**Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.**		area, rectangle, fraction side lengths, tiling, fraction products	
	5.NF.B.5a	**By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**		compare, size, product	
	5.NF.B.5b	**By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**		less than, greater than, equivalent fractions	
	5.NF.B.6	**Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**		mixed numbers, fraction models	
	5.NF.B.7	**Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.**		unit fractions	

	5.NF.B.7a	**Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**		unit fraction, non-zero whole number, quotient	
	5.NF.B.7b	**Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**		relationship, multiplication, division, whole number, unit fraction	
	5.NF.B.7c	**Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?**		non-zero whole numbers, division, unit fraction	

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QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
	5.NBT.B				
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	**5.NBT.B.5**	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	multiply, multi-digit numbers, standard algorithm	Eureka Math exit tickets, Focal Point K12 assessments
	5.MD.A				
Convert like measurement units within a given measurement system.	5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	standard measurement units, conversion	Eureka Math exit tickets, Focal Point K12 assessments
	5.MD.B				
Represent and interpret data.	5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12	line plot, data set, fraction of a unit	Eureka Math exit tickets, Focal Point K12 assessments
	5.G.A				
Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12, anchor charts on geometric terms	perpendicular number lines, axes, coordinate system, intersection, origin, ordered pair, x-coordinate, y- coordinate, y-axis	Eureka Math exit tickets, Focal Point K12 assessments
	5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		graphing points, quadrant, coordinate plane	
	5.G.B				
Classify two-dimensional figures into categories based on their properties.	5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers, Focal Point K12, anchor charts related to two-dimensional shapes	attributes, category, two-dimensional shapes/figures	Eureka Math exit tickets, Focal Point K12 assessments
	5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.		classify, properties	

Curriculum Map 2019-2020

THE LEONA GROUP

6th Grade ELA - QUARTER 1

Unit 1: (20 days, 4 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 1: Introduction to Language Arts skills and strategies Central idea/theme/ Citing textual evidence Writing: informative – introduce yourself through a mini autobiography	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Six traits of writing flip chart ELA common vocab sheets Powerpoints and strategy note taking formats Chrome books Interactive notebooks, and folders Sandra Ciseneros "Eleven," Text structure powerpoint and supplemental video clip's Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text Reading	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise, edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		
	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
	W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
	W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.		
	W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	W.6.2e	Establish and maintain a formal style.		
	W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.		
	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		

Unit 2: (10 days, 2 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary

Unit 2: Figurative Language Writing: Analyze character traits	**RL.6.1**	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater	Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution Draft/Drafting Revising Editing Publishing Punctuation Capitalization Main Idea Adjective Analogy Personification Preposition Imagery Idiom First Person,third person, omniscient point of View
	RL.6.2	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RL.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone**		
	RI.6.1	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RI.6.2	**Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	W.6.3	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**		
	W.6.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**		
	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
Unit 3: (10 days, 2 weeks)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 3: Informational text/text structure	**RI.6.1**	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution Apathy Retrospect Daunting Impulsive Beacon Intrigued
	RI.6.2	**Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RI.6.3	**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**		
	RI.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**		
	RL.6.1	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.6.2	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		

	W.6.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		Hoited dour
	W.6.9a	**Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").**		
	W.6.9b	**Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").**		
	W.6.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**		
	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		
	SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		
	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
QUARTER 2				
Unit 4: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 4: Reading literature - short stories, voice-tone/point of view Language standards/parts of speech Writing: Analyze character Personal narratives	**RL.6.1**	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise, edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting Key points Elements of Literature Genre Text structure
	RI.6.1	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.6.2	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RI.6.2	**Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RI.6.3	**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**		
	RL.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone**		
	RI.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**		

	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.		
	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		
	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.		
	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
	W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
	W.6.1d	Establish and maintain a formal style.		
	W.6.1e	Provide a concluding statement or section that follows from the argument presented.		
	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)		
	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		
	W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		
	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
	L.6.2b	Spell correctly.		
	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.		
	L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
	L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		

	L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
	L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
QUARTER 3				
Unit 5: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 5: Thematic Novel Study - Overcoming Obstacles Writing: Essay Writing – How To and Research Technology based instruction	**RL.6.1**	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise, edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.6.1	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.6.2	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RI.6.2	**Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RI.6.3	**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**		
	RL.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone**		
	RI.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**		
	RL.6.5	**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**		
	RI.6.5	**Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**		
	RL.6.7	**Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**		
	RI.6.7	**Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**		
	RI.6.8	**Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**		
	RL.6.9	**Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**		
	RI.6.9	**Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**		

	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
	W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		
	W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
	W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		
	W.6.3e	Provide a conclusion that follows from the narrated experiences or events.		
	W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").		
	W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		
	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.		
	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		
	L.6.1b	Use intensive pronouns (e.g., myself, ourselves).		
	L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*		
	L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		
	L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		

	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	L.6.5a	Interpret figures of speech (e.g., personification) in context.		
	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
QUARTER 4				
Unit 6: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 6: Historical fiction/ Thematic Novel Study, Going through hard times	**RL.6.1**	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise, edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.6.1	**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.6.2	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RI.6.2	**Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**		
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RI.6.3	**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**		
	RL.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone**		
	RI.6.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**		
	RL.6.5	**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**		
	RI.6.5	**Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**		
	RL.6.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**		
	RI.6.10	**By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**		
	W.6.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**		

	W.6.2a	**Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**		
	W.6.2b	**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**		
	W.6.2c	**Use appropriate transitions to clarify the relationships among ideas and concepts.**		
	W.6.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**		
	W.6.2e	**Establish and maintain a formal style.**		
	W.6.2f	**Provide a concluding statement or section that follows from the information or explanation presented.**		
	W.6.7	**Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**		
	W.6.8	**Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**		
	W.6.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.6.9a	**Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").**		
	W.6.9b	**Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").**		
	W.6.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**		
	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*		
	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		
	L.6.3b	Maintain consistency in style and tone.		
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Academy for Business and Technology Middle School
Math Curriculum Map and Pacing Guide
6th Grade

Time Frame: beginning of Quarter 1 (approximately September 5th- October 5th)
Unit 1: Ratios & Proportions
Focus: Understand ratios, rates, and unit rates; compare ratios using tables; find percent as a rate per 100; solve problems involving finding the whole, given a part and the percent; use ratio reasoning to convert measurement units.

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
Prior Objectives: 5.OA.3, 5.NF.4a, **CCSS.MATH.CONTENT.6. RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." **CCSS.MATH>CONTENT.6. RP.2.** Understand the concept of a unit rate *a*/*b* associated with a ratio *a*:*b* with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* **CCSS.MATH.CONTENT.6. RP.3** Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could*	What is a ratio? What is unit rate? Given the quantity and price of two objects, how can you determine which one is the better buy? How do we solve percent problems of the form " a % of b equals c" to find the missing value of a variable? **Scaffold Questions** How are ratios and percentages alike? How are they different? What process do you use to make a scale model of a real-life object? How do you determine a unit rate given a table of values? What are the differences between	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to	- Ratio -Equivalent ratios -Ratio table -Rate -Unit rate -Equivalent rates -Percent -Proportion -Rate language (e.g., per, for every, etc.) -Ratio language (e.g., a/b, a:b, a to b)	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart

be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	converting measurements in the metric and standard measurement systems? Given the quantity and price of two objects, how can you determine which one is the better buy? How are fractions, decimals, and percentages related?	instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction		&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	**After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: 2nd half of Quarter 1 (approximately October 9th - November 10th)
Unit 2: Number System
Focus: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
Prior Objectives: 4.OA.4, 4.NF.3c, 5.NBT.4, 5.NBT.5, 5.NBT.6 **CCSS.MATH.CONTENT.6.NS.B.2** Fluently divide multi-digit numbers using the standard algorithm. **CCSS.MATH.CONTENT.6.NS.B.4** Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).* **CCSS.MATH.CONTENT.6.NS.B.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	How do you know which operation to choose when solving a real-life problem? What does it mean to multiply fractions? How can you divide by a fraction? **Scaffold Questions** How can you use the relationship between division and multiplication to	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning	-Four Basic operations: adding, subtracting, multiplication, and division -Adjectives for each type of operation: sum, decrease and increase by, times, total, minus and quotient -Place Value -Greatest Common Factor (GCF)	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content)

CCSS.MATH.CONTENT.6.NS.A.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*.	divide fractions by fractions? How does modeling help us understand the relationship between multiplication and division of fractions? How is dividing by fractions different from dividing by a whole number? When is addition, subtraction, multiplication or division appropriate for solving problems with percentages and decimals? When are percentages and decimals useful in solving real world problems?	inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	-Least Common Multiple (LCM) -Decimal -Divisor -Factors -Less than -Product -Whole numbers -FACTOR -MULTIPLE -Denominator -Fraction -Improper fraction -Mixed number -Multiply -Numerator -Reciprocal	http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: beginning of Quarter 2 (approximately November 13th - December 8th)
Unit 3: Number System
Focus: Describe quantities with positive and negative numbers; compare and order integers and absolute value numbers; graph ordered pairs in all four quadrants of the coordinate plane

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)

CCSS.MATH.CONTENT.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. **CCSS.MATH.CONTENT.6.NS.C.6** Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. **CCSS.MATH.CONTENT.6.NS.C.6.A** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. **CCSS.MATH.CONTENT.6.NS.C.6.B** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **CCSS.MATH.CONTENT.6.NS.C.6.C** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	How can you represent numbers that are less than 0? How can you use a number line to order real-life events? How can you use a number line to compare positive and negative fractions and decimals? How can you describe how far an object is from 0 (e.g., sea level, temperature, etc.)? How can you graph and locate points that contain negative numbers in a coordinate plane? **Scaffold Questions** How can a negative number that is further away from 0 than another negative number be greater in value? What is the meaning of zero? How can you compare two positive or negative numbers in real-world situations by using a number line?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	Absolute value Axes Coordinate plane Coordinates Horizontal number line Integer Linear equation Negative number Opposites Ordered Pair Origin Positive number Quadrants Rational number Reflection across the axis Vertical number line x – axis x – coordinate y – axis y – coordinate	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: second half of Quarter 2 (approximately December 11th - January 24th)

Unit 4: Number System
Focus: Describe quantities with positive and negative numbers; compare and order integers and absolute value numbers; graph ordered pairs in all four quadrants of the coordinate plane

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
CCSS.MATH.CONTENT.6. NS.C.7 Understand ordering and absolute value of rational numbers. **CCSS.MATH.CONTENT.6. NS.C.7.a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. **CCSS.MATH.CONTENT.6. NS.C.7.b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 º C > –7 º C to express the fact that –3 º C is warmer than –7 º C.* **CCSS.MATH.CONTENT.6. NS.C.7.c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. **CCSS.MATH.CONTENT.6. NS.C.7.d** Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represent a debt greater than 30 dollars.* **CCSS.MATH.CONTENT.6. NS.C.8** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	How can you describe how far an object is from 0 (e.g., sea level, temperature, etc.)? How can you use a number line to compare positive and negative fractions and decimals? **Scaffold Questions** How can a negative number that is further away from 0 than another negative number be greater in value? What is the meaning of zero? How can you compare two positive or negative numbers in real-world situations by using a number line?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a	Absolute value Axes Coordinate plane Coordinates Horizontal number line Integer Linear equation Negative number Opposites Ordered Pair Origin Positive number Quadrants Rational number Reflection across the axis Vertical number line x – axis x – coordinate y – axis y – coordinate	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work

		facilitator of learning Assessing learning as an integral part of instruction		http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: beginning of Quarter 3 (approximately January 29th - February 23rd)
Unit 5: Expressions and Equations
Focus: Write and evaluate with whole number exponents; write and evaluate algebraic expressions; find the GCF in algebraic expressions; apply the Commutative, Associative, and Distributive Properties to show when expressions are equivalent.

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
CCSS.MATH.CONTENT.6. EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. **CCSS.MATH.CONTENT.6. EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers. **CCSS.MATH.CONTENT.6. EE.A.2.a** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. **CCSS.MATH.CONTENT.6. EE.A.2.b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. **CCSS.MATH.CONTENT.6. EE.A.2.c** Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic operations, including those involving whole-number exponents,	How can one use exponents to write repeated factors? How do you know which operation to choose when solving a real-life problem? How can you use repeated factors in real-life situations? How can you write and evaluate an expression that represents a real-life problem? How can you write an expression that represents an unknown quantity? Does the order in which you perform	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group	Base Exponent Powers Radical sign Algebraic expression Algebraic inequality Change Compound inequality Constant Equation Evaluate Inequality Inverse operations Solution Solution Set Variable Dependent variable	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion

in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s^3 and A = 6 s^2 to find the volume and surface area of a cube with sides of length s = 1/2. **CCSS.MATH.CONTENT.6.EE.A.3** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6(4x + 3y); apply properties of operations to y + y+ y to produce the equivalent expression 3y. **CCSS.MATH.CONTENT.6. EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*	an operation matter? How do you use mental math to multiply two numbers? **Scaffold Questions:** What is a variable? What is an expression? What is an equation? What is an inequality? What are the variables in the problem? How are the variables related to each other? Which variable depends on, or changes in relation to, the other?	work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	Independent variable	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: second half of Quarter 3 (approximately February 26th - April 27th)
Unit 6: Expressions and Equations
Focus: Determine if a given value is a solution to an equation/inequality; solve one-step equations; represent constraints with inequalities and recognize that they can have infinitely many solutions; solve one-step inequalities.

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)

CCSS.MATH.CONTENT.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p + q and px = q for cases in which p, q and x are all nonnegative rational numbers. **CCSS.MATH.CONTENT.6.EE.B.5** Understand solving an equation or inequality as a process of answering a question; which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **CCSS.MATH.CONTENT.6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set **CCSS.MATH.CONTENT.6.EE.B.8** Write an inequality of the form x > c or x < c to represent a constraint or condition in a real world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **CCSS.MATH.CONTENT.6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time	How does rewriting a word problem help you solve the word problem? How can you use addition, subtraction, multiplication, or division to solve an equation/inequality? How can you write an equation in 2 variables? How can you use a number line to represent solutions of an inequality? **Scaffold Questions:** What is a variable? What is an expression? What is an equation? What is an inequality? What are the variables in the problem? How are the variables related to each other? Which variable depends on, or changes in relation to, the other? How can you use algebraic symbols to write rules and equations relating variables?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	Base Exponent Powers Radical sign Algebraic expression Algebraic inequality Change Compound inequality Constant Equation Evaluate Inequality Inverse operations Solution Solution Set Variable Dependent variable Independent variable	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: very end of Q3 and entirety of Quarter 4 (approximately April 9 - June 8th)

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
CCSS.MATH.CONTENT.6.G.A.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. **CCSS.MATH.CONTENT.6.G.A.2**: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. **CCSS.MATH.CONTENT.6.G.A.3**: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. **CCSS.MATH.CONTENT.6.G.A.4**: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. **CCSS.MATH.CONTENT.6.SP.A.1**: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages*. **CCSS.MATH.CONTENT.6.SP.A.2**: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	How can you draw 3-d figures? How can you find the area of the entire surface of a prism? How can you use a net to find the surface area of a pyramid? How can you find the volume of a rectangular prism with fractional edge lengths? How can you identify a statistical question? How can you find an average of a set? How can you describe a set? How can you describe the spread of data?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an	Solid Polyhedron Face Edge Vertex Prism Pyramid Surface area Net Length Width Base Height Area Perimeter Shapes- names Statistics Statistical question Mean Median Mode Range Mean absolute deviation	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers

CCSS.MATH.CONTENT.6.SP.A.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. **CCSS.MATH.CONTENT.6.SP.B.4**: Display numerical data in plots on a number line, including dot plots, histograms, and box plots. **CCSS.MATH.CONTENT.6.SP.B.5**: Summarize numerical data sets in relation to their context, such as by: **CCSS.MATH.CONTENT.6.SP.B.5.A**: Reporting the number of observations. **CCSS.MATH.CONTENT.6.SP.B.5.B**: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **CCSS.MATH.CONTENT.6.SP.B.5.C**: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. **CCSS.MATH.CONTENT.6.SP.B.5.D**: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered		integral part of instruction		This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Curriculum Map 2018-2019

THE LEONA GROUP

QUARTER 1

Unit 1: Earth's Cycles (35 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Rules / Lab Safety (4 days): Students learn procedures and safety rules for science class. **CER (7 days):** Students learn how to write scientific responses using CER format. **Water Cycle (7 days):** Water moves through cycles when influenced by the Sun and gravity. **Weathering and Erosion (6 days):** Water and other elements change the surface of the Earth. **Earth's Layers (3 days):** Students define layers that structure the Earth. **Rock Cycle (8 days):** Minerals move through cycles when exposed to pressure and/or heat, or when weathered and eroded.	MS.ESS2.1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs Kesler Sections in Order: - Water Cycle - Erosion and Deposition - Earth's Layers - Rock Cycle	**Water Cycle:** Water cycle, evaporation, sublimation, transpiration, water storage, atmosphere, condensation, precipitation, runoff, infiltration, groundwater, aquifer, watershed **WED:** Weathering, chemical weathering, physical weathering, erosion, deposition, ecoregions. **Rock Cycle:** Sedimentary, metamorphic, igneous, sediments, compaction, cementation, heat and pressure, melting, cooling/hardening, weathering, erosion, lava, magma, deposition.
	MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity		
	MS.ESS3.1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes		

QUARTER 2

Unit 2: History of Earth (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Earth's Changing Surface - Rapid change (catastrophic events), Slow Change (Weathering, leading into Plate Tectonics)	MS.ESS1.4	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs Stations in Order:	**Geologic time scale:** eon, era, period, epoch, classification, cenozoic, mesozoic, paleozoic, precambrian time, mass extinction
	MS.ESS2.2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales		
	MS.ESS2.3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions		

Continental Drift & Plate Tectonics - Alfred Wegener's Evidence Geologic Time - Basic structure of Earth's historic timeline Fossil Record - Using physical evidence to piece together Earth's past	MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	- Continental Drift	**Fossils:** Fossil, sedimentary rock, ammonites, stromatolites, trace fossil, index fossil, casts, molds, relative age, absolute age, geologic time scale, fossil record, coprolite, permineralization, petrification, carbonization, law of superposition, burrows, paleontologist, fossil resin, replacement, tar and ice. **Plate Tectonics:** Continental Drift Theory, Plate Tectonics, Glacial Evidence, Fossil Evidence, Pangaea, Glossopteris (Fossil), Mesosaurus (Fossil), Lystrosaurus (Fossil), Cygnognathus (Fossil), Continental Fit Evidence, Continents, Alfred Wegener, Landform / Rock Layers Evidence **Earth's Changing**
Unit 3: Space Systems (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Overview: Observable Universe, Galaxies, Components of our Solar System **Scale:** Discuss the scale of relative distances and sizes of celestial bodies **Earth-Moon-Sun:** Lunar Phases, Seasons, Eclipses, Tides	MS.ESS1.1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs The Science Duo's Space PPT and Notes Bundle	**Overview:** Galaxy, gravity, spiral galaxy, elliptical galaxy, irregular galaxy, Milky Way, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Sun, Orbit, Gravity, Rotation, Revolution, Atmosphere, Terrestrial, Satellite **Earth-Moon-Sun:** Eclipse, solar eclipse, lunar eclipse, partial eclipse, penumbra,
	MS.ESS1.2	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system		
	MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system		
QUARTER 3				
Unit 4: Structure of Matter (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Solids, Liquids, Gases:	MS.PS1.1	Develop models to describe the atomic composition of simple molecules and extended structures	Chris Kesler's 5E	**Solids, Liquids, Gases:**

Observe the changes to particle motion when thermal energy (heat) is added or removed to cause phase changes. **Atoms & Molecules:** Explore the Atom, Periodic Table, and Simple and Complex Molecules **Natural and Synthetic Materials:** Explore the difference and what they are used for	MS.PS1.3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society	resources including notes, powerpoints, quizzes, interactive labs Synthetic vs. Natural Materials Lesson Plan	States of Matter, Kinetic Theory of Matter, Solids, Liquids, Gases, Changes of State, Melting, Freezing, Vaporization, Boiling, Evaporation, Condensation, Sublimation, Contract, Expand, Thermal Energy, Energy Transfers, Conduction, Convection, Radiation **Atoms & Molecules:** Atom, Structure, Electron, Electrical Charge, Proton, Neutron, Atomic Mass #, Element, Periodic Table, Atomic Number, Nucleus, Dmitri Mendeleev, Matter, Pure Substance, Molecule, Element, Compound, Mixture, Subscript, Coefficient **Natural and Synthetic**
	MS.PS1.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed		

Unit 5: Energy (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Thermal Energy: make observations of the transferring of thermal energy between two substances **Kinetic Energy**: the energy of motion and how it is affected by mass and speed of the object	MS.PS3.1	Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	Motion, position, kinetic, potential, energy, Thermal, chemical, light, electrical, nuclear, transformation, Mr. Cents (Energy types), Transfer / Transformation, Energy, Transfer, Potential, Kinetic, Thermal, Mass, Speed
	MS.PS3.2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system		
	MS.PS3.3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer		
	MS.PS3.4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample		
	MS.PS3.5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object		

QUARTER 4				
Unit 6: Ecosystems (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Ecosystem: describe the components and differentiate between biotic (living) and abiotic (non-living) components **Interactions:** How do the components of the	MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	**Ecosystems:** Organism, species, population, environment, ecosystem, biotic factors, abiotic factors, limiting factor, competition, carrying capacity
	MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem		
	MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations		
	MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems		

ecosystem interact? (Food chains/webs, Competition & Populations, Symbiosis) **Biodiversity:** Learn the importance of biodiversity and how we can contribute positively	MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services		**Interactions:** Food chains, food webs, producer, primary consumer, organism, herbivore, carnivore, omnivore, flow of energy, terrestrial ecosystem, marine ecosystem, freshwater ecosystem, secondary consumer, tertiary consumer, decomposer, scavenger, photosynthesis, **Biodiversity:** Biodiversity, genetic biodiversity, species biodiversity, ecological biodiversity

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
						No School	
	17	18	19	20	21	22	23
		No School					
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

7th Grade ELA - QUARTER 1

Unit 1: (20 days, 4 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 1: Central idea/theme/ Citing textual evidence Writing: informational text	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Jigsaw Reading Discussion Protocols (esp. Written conversations) TP-CASTT Poetry Analysis Gallery Walks Powerpoints and strategy note taking formats Chrome books Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text reading	Figurative Language Connotation vs. denotation Textual Evidence Theme/Central Idea Informational Writing Main Idea Theme Figurative connonative Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		
	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
	W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
	W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		
	W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	W.7.2e	Establish and maintain a formal style.		
	W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		

Unit 2: (10 days, 2 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary

Unit 2: Figurative Language - Literature Text Writing: Analyze character traits	**RL.7.1**	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Discussion Protocols Varies reading approaches: whole-class reading (audiobook), partner reading, silent reading Comprehension Graphic Organizers Perspective journaling Theme tracking Chromebooks Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Literature text reading	Theme/Central Idea Point-of-View Figurative Language Foreshadow Context Clues Protagonist/Antagonist Plot Structure Prefix/Suffix Figurative Language Connotation vs. denotation Textual Evidence Theme/Central Idea Main Idea
	RL.7.2	**Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**		
	RL.7.3	**Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**		
	RL.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**		
	RI.7.1	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RI.7.2	**Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**		
	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		

Unit 3: (10 days, 2 weeks)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 3: Informational text/text structure Informative writing	**RI.7.1**	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Discussion Protocols Varies reading approaches: whole-class reading (audiobook), partner reading, silent reading Collaboration/group work - "research meetings" Chromebooks Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text reading	Research Evaluate Compare & contrast Point of view Argumentative writing Thesis Formal vs. informal Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.7.2	**Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**		
	RI.7.3	**Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**		
	RI.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**		
	RL.7.1	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.7.2	**Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**		
	W.7.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**		
	W.7.2a	**Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**		
	W.7.2b	**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**		

	W.7.2c	**Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**		
	W.7.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**		
	W.7.2e	**Establish and maintain a formal style.**		
	W.7.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented.**		
	SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		
	SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.		
QUARTER 2				
Unit 4: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 4: Reading literature - short stories, voice-tone/point of view Language standards/parts of speech Writing: Argumentative Essay	RL.7.1	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Student-created guided research notes and research folders Discussion Protocols Varies reading approaches: whole-class reading (audiobook), partner reading, silent reading Collaboration/group work - "research meetings" Chromebooks Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text reading Literature text reading	Main/central idea & theme Textual evidence Informative Writing Compare & contrast cause/effect text features (headings, graphics, charts, tables) text structures (descriptive, cause and effect, compare and contrast, problem and solution; sequence) transitional words & phrases Argumentative writing Thesis Formal vs. informal Research Evaluate
	RI.7.1	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.7.2	**Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**		
	RI.7.2	**Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**		
	RL.7.3	**Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**		
	RI.7.3	**Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**		
	RL.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**		
	RI.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**		
	RL.7.5	**Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**		
	RI.7.5	**Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**		
	RL.7.6	**Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**		
	RI.7.6	**Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**		
	W.7.1	**Write arguments to support claims with clear reasons and relevant evidence.**		
	W.7.1a	**Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.**		
	W.7.1b	**Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**		

	W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		
	W.7.1d	Establish and maintain a formal style.		
	W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.		
	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		
	W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").		
	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
	L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
	L.7.2b	Spell correctly.		
	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.		
QUARTER 3				
Unit 5: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 5: Thematic Novel Study - Overcoming Obstacles Writing: Narrative writing	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading	Main Idea Evidence Theme Figurative connotative presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		
	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		
	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		

	RL.7.7	**Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).**	Flocabulary Pinterest Teachers pay teachers Chromebooks Interactive notebooks, and folders	
	RI.7.7	**Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).**		
	RI.7.8	**Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**		
	RL.7.9	**Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**		
	RI.7.9	**Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**		
	W.7.3	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**		
	W.7.3a	**Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**		
	W.7.3b	**Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**		
	W.7.3c	**Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**		
	W.7.3d	**Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**		
	W.7.3e	**Provide a conclusion that follows from and reflects on the narrated experiences or events.**		
	W.7.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**		
	W.7.9b	**Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").**		
	W.7.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**		
	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		
	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.		

	L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		
	L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		
	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
	L.7.2b	Spell correctly.		
	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		
	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.		
	L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		
	L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).		
QUARTER 4				
Unit 6: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 6: Historical fiction/ Thematic Novel Study, Going through hard times	**RL.7.1**	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chromebooks Interactive notebooks	Main Idea Evidence Theme Figurative connonative presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.7.1	**Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.7.2	**Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**		
	RI.7.2	**Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**		
	RL.7.3	**Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**		
	RI.7.3	**Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**		
	RL.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**		
	RI.7.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**		
	RL.7.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**		
	RI.7.10	**By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**		

	W.7.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**	interactive notebooks, and folders	
	W.7.2a	**Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**		
	W.7.2b	**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**		
	W.7.2c	**Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**		
	W.7.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**		
	W.7.2e	**Establish and maintain a formal style.**		
	W.7.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented.**		
	W.7.7	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**		
	W.7.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**		
	W.7.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.7.9a	**Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").**		
	W.7.9b	**Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").**		
	W.7.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**		
	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).		
	L.7.2b	Spell correctly.		
	L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
	L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		

	L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
	L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Academy for Business and Technology Middle School
Math Curriculum Map and Pacing Guide
7th Grade

Time Frame: Quarter 1 September 5th- November 10th
Unit 1: Number System
Focus: Apply and extend previous understandings of operations with fractions

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	How do you add and subtract fractions and decimals? How do opposite quantities combine to make zero by using a number line? How do you add integers by using a number line? How do you add positive and negative numbers by using a number line? How do you subtract integers by adding the additive inverse? How do you find the distance between two points by finding the absolute value of their difference? How do you subtract rational numbers by using real world contexts? How do you add two positive or two negative integers by using a number line? How do you add positive and negative integers by using a number line? How do you demonstrate the commutative property of addition by using a number line?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making	Absolute value Decimals Integers Irrational numbers Natural numbers Negative Number Line Positive Rational number Real numbers Repeating decimal Whole number	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm www.brainpop.com http://illuminations.nctm.org/	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion

d. Apply properties of operations as strategies to add and subtract rational numbers. **7. NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. **7. NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.	How do you rethink a subtraction problem as an addition problem by using the additive inverse? How do you subtract integers by using the "take away" definition of subtraction on a number line? How do you determine the distance between integers by examining absolute value and number lines? How do you subtract integers by using the difference definition of subtraction on a number line? How do you compare the outcomes of fraction division with the outcomes of decimal division by computing with fraction/decimal equivalents? How do you multiply a positive integer by a negative integer by thinking about equal groups? How do you multiply a negative integer by a negative integer by thinking about equal groups? How do you use addition and subtraction to solve real-world problems involving decimals by analyzing the situation described in the problem? How do you use addition and subtraction to solve real-world problems involving fractions or decimals by analyzing the situation described in the problem? How do you use addition and division to solve real-world problems with rational numbers by analyzing the situation described in the problem?	conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction		www.mathisfun.com MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 http://illuminations.nctm.org/ http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com	Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Time Frame: Quarter 2 November 13- February 26

Unit 2: Expressions and Equations

Focus: Use properties of operations to generate equivalent expressions

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
7. EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7. EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." **Solve real-life and mathematical problems using numerical and algebraic expressions and equations** **7. EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an	How do you reverse the distributive property? How do you simplify an expression? How do you expand linear expressions? How do you factor linear expressions with rational coefficients by using the distributive property? How do you rewrite an expression? How do you identify equivalent expressions by using substitution? How do you solve multi-step problems with integers? How do you convert a real world situation into an equation? How do you solve inequalities by using inverse operations?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of	Additive identity Additive inverse Algebraic equation Algebraic expressions Associative property of addition Associative property of multiplication Commutative property of addition Commutative property of multiplication Composite Distributive property Equation Exponent Expression Formula	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 www.brainpop.com	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points"

additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7. EE.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100.		thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	Graph Multiplicative identity Multiplicative inverse Reciprocal Solution Term	http://illuminations.nctm.org/ www.mathisfun.com	Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

Write an inequality for the number of sales you need to make, and describe the solutions.					

Time Frame: Quarter 3 February 29th- April 13th
Unit 3: Ratios and Proportional Relationships
Focus: Analyze proportional relationships and use them to solve real-world and mathematical problems

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
7. RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour. **7. RP.2** Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent	How do you find unit rate? How do you approximate unit rates from verbal descriptions and equations by estimating? How do you find unit rates in situations involving fractions by using division? How do you find the best deal by comparing unit rates? How do you apply scale maps and scale models by using unit rates? How do you scale recipes by applying unit rates? How do you create proportional relationships by expanding ratios?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection Justifying answers and solution processes	Density Derived quantities Proportion Proportion equation Rate Rate of change Ratio Speed Unit rate Velocity Weighted average	Big Ideas Math- Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence)

ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. **7. RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	How do you determine whether ratios are proportional by reading tables? How do you determine whether ratios are proportional by creating tables? How do you determine whether ratios are proportional by reading graphs? How do you identify unit rates by listening to verbal descriptions? How do you understand unit rates by using equations? How do you find unit rate in diagrams? How do you find unit rates by reading graphs? How do you write an equation that represents the proportional relationship between the total cost and the number of items by finding the unit price? How do you determine the best deal by comparing equations that represent the proportional relationship between the total cost, t and the number of items, n? How do you write an equation that expresses the relationship between the distance and the time by finding the unit rate? How do you compare rates of speed by comparing equations that represent the proportional relationship between the distance, d and the time, t?	Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction		MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com http://www.mathsisfun.com/decimal-fraction-percentage.html	Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart **After:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

	How do you write equations to represent the proportional relationship between the amount change and the final amount by finding the percent change? How do you calculate simple interest by using the simple interest equation? How do you solve multi-step percent problems by using proportions and equations? How do you compute successive percentages by using proportions and equations? How do you find the amount of change and the final amount given the percent of change and the original amount by using diagrams, proportions, and equations? How do you find the percent change and what percent the final amount is of the original amount by using diagrams, proportions, and equations? How do you find the original amount and amount of change given the percent change and final amount by using proportions and equations? How do you calculate actual lengths from a scale drawing by using ratios and proportions? How do you determine the scale factor between two similar figures by applying ratios? How do you compute an actual perimeter from a scale drawing by using ratios and proportions?				

	How do you calculate an actual area from a scale drawing by using ratios and proportions? How do you make a new scale drawing from a given one by using ratios and proportions?				

Time Frame: Quarter 4 April 16- June 18
Unit 4: Geometry
Focus: Draw construct, and describe geometrical figures and describe the relationships between them
Unit 5: Statistics and probability
Focus: Draw informal comparative inferences about two populations/ Investigate chance processes and develop, use, and evaluate probability models

CCSS/GLCEs	Learning Target (Essential Questions, Content/Language Objectives)	Best Practices	Vocabulary	Resources	Common Assessment(s)
7. G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. **7. G.2** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	How do you draw geometric shapes by using a given length of sides? How do you draw triangles by using given angles? How do you determine if given measurements will allow you to create the appropriate shapes by drawing the triangle? How do you draw a shape by using more than one condition?	Open-ended problems and extended problem solving projects Investigating and formulating questions from problem situations Using representations to build understanding of concepts through reflection	Acute angle Angle Angle bisector Bisector Compass Congruent Corresponding angle Corresponding sides (parts) Equilateral Geometric construction Obtuse angle Parallel Perpendicular Protractor	Big Ideas Math-Resource book, and website Purple Math https://www.purplemath.com/ Khan Academy https://www.khanacademy.org/ Kuta Software	*Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment* **Before:** KWL Chart Pre-test Brainstorming Graphic Organizers **During:** Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content)

7. G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. **7. G.4** Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. **7. G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. **7. G.6** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. **7. SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. **7. SP.2** Use data from a random sample to draw inferences about a population with an unknown characteristic of	How do you describe the cross sections of a right rectangular prism by slicing at different angles? How do you describe the cross sections of a right rectangular pyramid by slicing at different angles? How do you determine the measures of a circle by exploring the definition of a circle? How do you find the circumference of a circle by exploring the ratio of the diameter and circumference? How do you find the area of a circle by exploring the relationship between a circle and a rectangle? How do you find the area of a circle by using the measure of the circumference? How do you find the circumference of a circle by using the measure of area? How do you find the measure of an unknown angle by using supplementary, complimentary, vertical, and adjacent angles? How do you find the measure of an unknown angle by using supplementary angles? How do you solve for unknown angle measures by using complementary angles?	Justifying answers and solution processes Reasoning inductively and deductively Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction	Right angle Ruler Straight edge Area Circumference Cone Cross section Cube Cylinder Hemisphere Lateral area Perimeter Prism Pyramid Radius Rectangular prism Solid of revolution Sphere Surface area Volume AAA similarity Acute angle Angle Angle bisector Bisector Compass Congruent Corresponding angle	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013 www.brainpop.com http://illuminations.nctm.org/ www.mathisfun.com	Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **<u>After</u>:** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems

interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. **7. SP.3** Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. **7. SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. **7. SP.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is	How do you solve for unknown angle measures by using vertical and adjacent angles? How do you solve for unknown angle measures by using interior and exterior angles? How do you solve for unknown angle measures by using consecutive interior angles? How do you solve for unknown angle measures by using measures of interior angles of triangles? How do you collect data about a population by identifying a sample of the population? How do you identify representative samples by differentiating between biased and unbiased methods of sampling? How do you generate a representative sample by identifying types of random samples? How do generate a representative sample by identifying types of biased samples? How do you make inferences about a population with an unknown characteristic by analyzing random samples?		Corresponding sides (parts) Equilateral Geometric construction Obtuse angle Parallel Perpendicular Protractor Right angle Ruler SAS similarity Scale factor SSS similarity Straight edge Unit Unit squared Double bar graph Histogram Interval Line plot Mean Median Mode Range Ratio Tables Combinations Dependent events		

neither unlikely nor likely, and a probability near 1 indicates a likely event. **7. SP.6** Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. **7. SP.7** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? 7. SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	How do you make estimates about a population with an unknown characteristic by using proportional reasoning? How do you test whether an inference is valid by analyzing data from multiple samples? How do you make estimates about a population with an unknown characteristic by using the mean of multiple samples? How do you informally compare two populations by using the mean? How do you informally compare two populations by using the median? How do you informally compare two populations by using the range and interquartile range? How do you calculate the probability of an event by creating a ratio? How do you describe the probability of an event by using a number line? How do you calculate the probability of an event by making a sum of 1? How do you analyze the probability of an event by assigning equal probability to all outcomes? How do you find the probability of events with multiple possibilities by combining their probabilities?		Empirical Equally likely events Independent events Iterations Likely Measure of certainty Networks Permutations Probability Recurrence Sets Simple event Theoretical Unlikely events Basic counting principal Biased sample Box plots Coordinate graph Counting tree Cumulative frequency Dependent event Experimental probability Extrapolations Five number summary Frequency table		

a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood what is the probability that it will take at least 4 donors to find one with type A blood?	How do you find the experimental probability by creating a ratio? How do you interpret a set of data by comparing experimental and theoretical probability? How do you predict the frequency of an event by using the results from experiments? How do you predict the frequency of an event by using the theoretical probability? How do you compare experimental results to the theoretical probability? How do you explain discrepancies in results from a probability model by comparing experimental and theoretical probabilities? How do you analyze independent and dependent events by finding their probabilities? How do you find the probability of compound events by creating an organized list? How do you find the probability of compound events by creating a tree diagram? How do you find the probability of compound events by creating a table?		Histogram Independent event Interpolations Intersection IQR (inter-quartile) range Line graph Line of best fit Line plot Lower quartile Mean Measures of central tendency Median Mode Organized list Outcomes Population Probability Proportion Quartile Random Range Relative frequency Repeated events Sample Sampling Scatter plot Stem-and-leaf plot Theoretical probability		

	How do you find the total number of possible combinations by using the Fundamental Counting Principle?		Trend union Upper quartile Venn diagram		

Curriculum Map 2018-2019

THE LEONA GROUP

QUARTER 1

Unit 1: Weather (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Weather Vs. Climate: Students will differentiate between temporary weather and ongoing climate patterns. Students will evaluate common symbols on a weather map to predict and determine the weather in that area. **LACEMOP:** Students will investigate the 7 factors influencing climate: latitude, air masses, continentality, elevation, mountain barriers, ocean currents, and prevailing winds. **Climate Change:** Students will examine the trend in changing climate and investigate contributing factors.	MS.ESS2.5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs **Latitude:** Latitude Climate Zones Webquest / Research (0-30*, 30-60*, 60-90*) **Air Masses:** Kesler Weather Maps and Air Masses **Continentality:** Online research **Elevation:** Kesler Atmosphere Notes, abbreviated **Mountain Barriers:** https://www.teacherspayteachers.com/Product/Orographic-Effect-Worksheet-2081629 **Ocean Currents:** https://earth.nullschool.net/#current/wind/surface/level/orthographic=-8.84,53.01,965 **Prevailing Winds:**	**Weather / Climate:** weather, climate, weather maps, air pressure, high pressure, low pressure, cold front, warm front, stationary front, occluded front, precipitation **LACEMOP:** latitude, equator, pole, air masses (cp, mp, ct, mt), continentality, coastal, elevation, troposphere, mountain barriers, rain shadow, ocean currents, and prevailing winds. **Climate Change:** climate change, greenhouse effect
	MS.ESS2.5MI	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography		
	MS.ESS2.6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates		
	MS.ESS3.5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century		

Unit 2: Kinetic and Potential Energy (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Kinetic and Potential Energy: Compare and contrast the two primary types of energy. **Kinetic Energy:** Explore the relationship between kinetic energy and speed, and between kinetic energy and mass. **Potential Energy:** Explore the relationship between potential energy and distance.	MS.PS3.1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs Phet Labs - Rollercoasters / Energy Skate Park	**Kinetic and potential energy:** Energy, potential energy, kinetic energy **Kinetic:** mass, speed **Potential:** distance
	MS.PS3.2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system		

QUARTER 2

Unit 3: Introduction to Matter (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Introduction to Matter: Define matter and determine examples of the types of matter discussed: elements, compounds, mixtures. **Periodic Table:** Students will get a brief introduction to the Periodic Table and how it is grouped by similar properties. **Compounds:** Students will learn how to read a chemical formula, and use it to create models of that formula. Then, they will extend the knowledge to modelling chemical equations with multiple formulas to model the conservation of matter. **Chemical Reactions:** Students will compare the properties of products and reactants to determine if a chemical reaction has occured. **Digestion / Photosynthesis:** Observe how chemical reactions affect digestion, and review chemical reactions while looking at the photosynthesis equation.	MS.PS1.2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs Gummy Bear lab Thermal Energy Lab Digestion Lab	**Intro to Matter:** Matter, Element, Compound, Mixture, Pure Substance, Particle, Atom **Periodic Table:** Properties, Metals, Nonmetals, Metalloids, Periods, Groups, Alkali Metals, Alkaline Earth Metals, Transition Metals, Halogens, Noble Gases, Elements, Physical Property, Luster (Shiny/Dull), Ductile, Malleable, Brittle, Conductivity, Insulator **Compounds:** Atom, Chemical Formula, Subscript, Coefficient, Chemical Equation, Conservation of Matter, Carbon Dioxide, Water **Chemical Reactions:** Heat, Exothermic, Endothermic, Chemical Equation, Yield, Reactants, Products, Color change, Precipitate, **Digestion / Photosynthesis:** Photosynthesis, Glucose, Water, Carbon Dioxide, Oxygen, Chemical Digestion, Mechanical Digestion
	MS.PS1.5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved		
	MS.PS1.6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes		
	MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms		
	MS.LS1.7	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism		

QUARTER 3				
Unit 4: Cells (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Cell Theory: Learn how cell theory evolved over time and which scientists added to the working knowledge of the cell.	MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	**Cell Theory:** Cells, Cell Function, Cell Theory, Robert Hooke, Anton van Leeuwenhoek, Matthias Schleiden, Theodor Schwann, Rudolph
	MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function		
	MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells		

Cells: Compare and contrast Prokaryotic and Eukaryotic cells. Plant and Animal cells **Organelles:** Describe how parts of the cell work together so that the cell can function. **Human Body Systems:** Define the 11 major HBS. Explore the circulatory, respiratory, digestive, excretory, nervous and reproductive systems. Describe how these systems work together to perform tasks.	MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories		Virchow, **Cells:** Prokaryotic, Eukaryotic, Nucleus, Organelles, Unicellular, Multicellular, DNA, Reproduction **Organelles:** Plant Cells, Animal Cells, Organelle, Cell Wall, Cell Membrane, Nucleus, Cytoplasm, Mitochondrion, Vacuole, Chloroplast **Human Body Systems:** Human Body Systems, Circulatory system, atrium, ventricle, arteries, veins, valves; Respiratory system, diaphragm, cilia, alveoli, capillaries; Digestive system, bile, liver, feces; Excretory system, kidneys, Waste; Nervous system, stimuli, response, electric signal; Reproductive system, male, female, gonads, uterus, ovaries

QUARTER 4				
Unit 5: Genetics (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Traits: Define traits. Zoom in on our DNA to see where traits are coded for. **Asexual vs Sexual Reproduction:** Compare and contrast the two	MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	**Traits:** Traits, Diversity, Inheritance, Chromosome, DNA, Gene **Reproduction:** Reproduction, Asexual, Sexual, Offspring
	MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms		
	MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism		

types of reproduction, including what type of traits the offspring will get. **Punnett Squares:** Use Punnett Squares to determine the probability of getting certain traits in offspring generations. **Organism Growth Factors:** Explore factors that can affect the growth of plants and animals.	MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation		**Punnett Squares:** Homozygous, Heterozygous, Dominant, Recessive, Punnett Square, Probability, Gregor Mendel **Growth Factors:** Genetic factors, Envionmental factors, Air, Water, Nutrients, Sunlight, Temperature, Hydrotropism, Phototropism, Characteristics, Invertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Sensory, Locomotion, Protection, Adaptation. Physical, Behavioral, Aquatic, Defense, Learned Behavior, Instinct Behavior, Nocturnal, Migration, Symbiosis, Burrowing, Metamorphosis, Dormancy

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Grade - Social Studies
Curriculum Map - Quarter 1 (Sept. 3-Nov.1)

Quarter 1 (Standards that students need to be Proficient in for Quarter 1) These standards will be tested on Focal Point and on Quarter 1 Report Cards

Temporal Thinking:
Historical Inquiry and Analysis
Historical Understanding
Era 1: Early Man to 4000 BCE
W1.2 Agricultural Revolution
Historical Inquiry and Analysis
Historical Understanding
G1.2 Geographic Inquiry and Analysis
G4.3 Patterns of Human Settlement
G5 ENVIRONMENT AND SOCIETY

Date or week of teaching	Standards	Essential Question/Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
9/3 - 9/6	Temporal Thinking:Ƶ – H1.1.1 Compa	Essential Questions: How can we know about the past? Why is it important to treat maps and "history" as accounts? How do historians know and create accounts about the past? Why might historians have different and sometimes conflicting versions of the same event? Learning Targets: Students will be able to engage with unfamiliar texts and evidence to demonstrate comprehension and analytical ability.	Informal: Students will be asked to analyze, compare, contrast, and make inferences about a variety of historical sources.	Academic: Description Evidentiary Argument Generalizing Identifying perspectives Issue Analysis Problem Solving Content:	**Textbook** **Reading passages** **Artifacts (real or pictures)** **Presentations (PPT, Peardeck)**
Date or week of teaching	**Standards**	**Essential Question/Objectives/ Learning Targets**	**sessment(performance task, projec**	**Vocabulary**	**Resources**

9/9 - 9/13	Era 1: Early Man to 4000 BCEW1.1 F	Essential Questions: How can we know about the past? How do we learn about humans and human ancestors in pre-historic times, before there was writing? How and why did humanity spread across the earth? How did the natural environment shape the ways people lived in the Paleolithic Era? How and why did many humans begin to shift from full-time foraging to living in settled villages? Learning Targets: Students will develop an understanding of the origins of the human species and the lifestyles of early hominids.	Informal: Students will be assessed on the information presented in the lesson at the following levels: Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically. Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies. Analysis - Students will be able to compare/contrast the lifestyles of early humans with human life today.	Academic: adaptation evidence meta cognition migration world history Evidentiary Argument Compare and Contrast Cause and Effect Description Predicting Content: agriculture domestication evolution foraging Neolithic Era Paleolithic Era settlement social institutions specialization	Textbook Reading passages Artifacts (real or pictures) Presentations (PPT, Peardeck)
Date or week of teaching	**Standards**	**Essential Question/Objectives/ Learning Targets**	**sessment(performance task, projec**	**Vocabulary**	**Resources**
9/16 - 9/20	Historical Understanding7 – H1.4.1 D	Essential Questions: What do we know about the art and culture produced by early humans? What kinds of roles did different people play in early human societies? How and why do you think those roles changed over time? Learning Targets: Students will develop a foundational understanding of the beginning of complex human culture, including art, religion, law, and gender roles.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to use evidence from readings and other artifacts to make an independent conclusion about the type of humans who might have**	Academic: Content: shamanism hunter-gatherer nomad cave painting matriarchy patriarchy chief tribe	Textbook Reading passages Artifacts (real or pictures) Presentations (PPT, Peardeck) Video clip
Date or week of teaching	**Standards**	**Essential Question/Objectives/ Learning Targets**	**sessment(performance task, projec**	**Vocabulary**	**Resources**

9/23-9/27	Era 1: Early Man to 4000 BCEW1.1 F	Essential Questions: How did early humans spread across the world? How do historians learn about the movement patterns of early humans? Learning Targets: Students will be able to identify major migration pathways that humans took to spread across the world.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to form a hypothesis about how different human societies might have changed and adapted as a result of moving to new regions, considering the climate, natural resources, and geographic advantages of each**	Academic: climate Content: land bridge Beringea natural resource tropical arctic Ice Age	**Textbook** **Reading passages** **Artifacts (real or pictures)** **Presentations (PPT, Peardeck)**
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
9/30 - 10/4	W1.2 Agricultural RevolutionT – W1.2	Essential Questions: Why did human societies begin to plant crops and domesticate animals? What advantages does farming have over hunting and gathering? Learning Targets: Students will explain the forces that drove early humans to begin farming and domesticating animals instead of hunting and gathering.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to compare and contrast hunting-gathering and agricultural societies, explaining the pros and cons of each**	Academic: Sedentary Innovation Content: Domestication Agricultural Revolution	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
10/7 - 10/11	W1.2 Agricultural RevolutionT – W1.2	Essential Questions: Why was the development of agriculture a	**Informal:** **Students will be assessed on the**	Academic: Conflict	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

10/14 - 10/18	G4.3 Patterns of Human Settlement7	Essential Questions: How did the development of cities affect natural environments? What kind of environmental factors influenced where the earliest cities were formed? Learning Targets: Students will be able to evaluate the extent to which environments affected and were affected by early human settlements.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to draw inferences about a human settlement based on its location relative to natural resources and**	Academic: Content: Climate Tropical Arctic Natural resource Staple food Scarcity Surplus	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
10/21 - 10/25	G5 ENVIRONMENT AND SOCIETY7	Essential Questions: What new technologies were developed during the Agricultural Revolution? How did new technology change early human societies? Learning Targets: Students will be able to describe the effects of new technology on post-AR societies.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to defend a thesis about which technological changes were the most impactful on early human societies.**	Academic: Content: Plow Harness Saddle Polytheism Pottery Irrigation	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

10/28 - 11/1	W2.1 Early Civilizations and Major Er	Essential Questions: What is a civilization? Why did early civilizations arise in river valleys? Learning Targets: Students will be able to describe the key characteristics of a civilization and explain why the first civilizations rose up in river valleys.	**Informal:** **Students will be assessed on the information presented in the lesson at the following levels:** **Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.** **Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.** **Analysis - Students will be able to identify the characteristics of a civilization in a modern society (U.S. or foreign), connecting the broad concepts to specific examples from**	Academic: Content: civilization class religion leadership law hierarchy	
Skill Standards Used in All Lessons:	7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.				
	G4.3 Patterns of Human Settlement7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.7 – G4.3.2 Describe patte				

7th Grade - Social Studies
Curriculum Map - Quarter 2 (Nov. 4-Jan. 23)

W2.1 Early Civilizations and Major Empires
Historical Inquiry and Analysis
Historical Understanding
G1.2 Geographic Inquiry and Analysis
G4.2 Technology Patterns and Networks
G4.3 Patterns of Human Settlement
G5 ENVIRONMENT AND SOCIETY
W3.1 Classical Traditions
Historical Inquiry and Analysis
Historical Understanding
G1.2 Geographic Inquiry and Analysis
G4.2 Technology Patterns and Networks
G4.4 Forces of Cooperation and Conflict

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
11/4 - 11/8	**Unit: 3 – Early Civilizations and the Emergence of Pastoral Peoples: 4000-1000 BCE https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16090&YearID=2015&CurriculumMapID=787&**	Essential Questions: ow did humans organize and interact within and across societies? How did geography shape the way in which people lived in various world zones during Era 2? How and why did civilizations develop during Era 2? What new problems and solutions emerged from living in civilizations during Era 2? What role did cultural diffusion play during Era 2? Learning Targets:	Informal: None listed in 2018-2019 map	Academic: cities civilization conflict and cooperation cultural diffusion evidence geographic luck intensification nomadic pastoralism power and authority river valley civilizations social hierarchy specialization technology world zones writing Compare and Contrast Cause and Effect Evidentiary Argument Generalizing Identifying perspectives Problem Solving Research Content:	**Butcher paper or Chart paper Computer with Internet access and PowerPoint Markers Overhead projector, Document Camera, SmartBoard or Computer and Projector Paper for notes Student journal or notebook Tape Whiteboard or Chalkboard Student Resource "Activity Sheet 1: A quick background on Hieroglyphs and scribes followed by an exercise to decipter a heiroglyphic message." Egypt. 19 December 2012 http://www.internal.schools.net.au/edu/lesson_ideas/egypt/src/mockup/egypt_actsht1_p1.html "Ancient Civilizations of the Old World. Princeton University. 19 December 2012 http://qed.princeton.edu/getfile.php?f=Ancient_Civilizations_of_the_Old_World_3500_to_after_600_BCE.jpg Ancient China. Mr. Marks's VI's Grade Page. 19 December 2012 http://www.mrmarks6.com/historicalTour/indexChina.html Ancient Egypt Geography. The British Museum. 19 December 2012 http://www.ancientegypt.co.uk/geography/home.html Ancient Egypt. The British Museum. 1999. 19 December 2012 http://www.ancientegypt.co.uk/ Ancient Egypt. Wikipedia.org. 19 December 2012 http://en.wikipedia.org/wiki/Ancient_Egypt#Daily_life Ancient Mesopotamia: The Invention of Writing. Teacher Resource Center. The Oriental Institute of the University of Chicago. 19 December 2012 http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/writing.html Ashe, Mark. "Start of Civilization." Ithaca High School, NY. 19 December 2012 http://www.icsd.k12.ny.us/legacy/highschool/socstud/global2_review/start_of_civilization.htm "The Development of Writing." Writing. The British Museum. 19 December 2012 http://www.mesopotamia.co.uk/writing/story/sto_set.html Family Structure in Ancient Egypt. All About Egypt. 19 December 2012 http://www.all-about-**

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(performance task, projec	Vocabulary	Resources
11/11-11/15	**Unit: 4 – The Rise of Classical Empires – 1000BCE - 300CE https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787&**	Essential Questions: What factors lead to the development of empires, and how did government, technology, culture, and human interaction change in this age of empire? Why did some civilizations develop into large-scale empires while others did not? How and why did changes in social institutions change how people lived in large-scale empires? How did empires change exchanges between peoples across large expanses of territory? How did the emergence of world religions both influence and reflect the rise of empires? Learning Targets:	**Informal:** Not listed in 2018-2019 map	Academic: bureaucracy collective learning cultural diffusion democracy empire / emperor leadership militarism monarchy non-examples philosophy power and authority religious tolerance republic right to rule (divine right, inherited power) rise and fall of empires Silk Roads slavery social hierarchy/class social inequality society specialization of labor trade networks world religions Classifying/Grouping Compare and Contrast Cause and Effect Description Generalizing Identifying perspectives Evidentiary Argument	Equipment/Manipulative Computer with projector PowerPoint Poster paper and markers to make signs LCD/Overhead Projector Sticky notes Student Resource History and Science for Kids. Kidipede. 24 February 2013. http://www.historyforkids.org/ "Iron Age." Mankind The Story of All of Us. History Channel. A& E Television Networks. 28 March 2013. http://www.history.com/shows/mankind-the-story-of-a..-of-us/videos/mankind-the-story-of-all-of-us-iron-age#mankind-the-story-of-all-of-us-iron-age "Lapita Cutlural Complex – First Settlers of the Pacific Islands." About.com. Archaeology. 11 April 2013. http://archaeology.about.com/od/ltrms/a/lapita.htm Lapita Culture. Encyclopedia Britannica. 11 April 2013. http://www.britannica.com/EBchecked/topic/330302/Lapita-culture The Moche. Kid The Moche. Kidipede. History for Kids. 11 April 2013. http://www.historyforkids.org/learn/southamerica/before1500/history/moche.htm. Olmecs. Kidipede. History for Kids. 11 April 2013. http://www.historyforkids.org/learn/southamerica/before1500/history/olmec.htm. "The Silk Road." Mankind The Story of All of Us. History Channel. A& E Television Networks. 28 March 2013. http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-the-silk-road#mankind-the-story-of-all-of-us-the-silk-road. Stockdill, Darin and Stacie Woodward. Lesson 2 Empire Expert Group Handouts. Teacher-made materials. Oakland Schools, 2013. - - - . Lesson 4 Combined Group Role Sheets. Teacher-made materials. Oakland Schools, 2013. West Africa for Kids. History for Kids. 11 April 2013. http://www.historyforkids.org/learn/africa/history/bantu.htm.

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(performance task, projec	Vocabulary	Resources
11/18 - 11/22		Essential Questions: Learning Targets:	Informal:	Academic: Content:	

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(performance task, projec	Vocabulary	Resources
11/25 - 11/127		Essential Questions: Learning Targets:	Informal:	Academic: Content:	

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(performance task, projec	Vocabulary	Resources

12/2 - 12/6		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
12/9 - 12/13		Essential Questions:	Informal:	Academic:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
12/16 - 12/20		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
1/6 - 1/10		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
1/13 - 1/17		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
1/21 - 1/23		Essential Questions: Learning Targets:	Informal:	Academic: Content:	

7th Grade - Social Studies
Curriculum Map - Quarter 3 (Jan. 27-April 3)

Quarter 3 (Standards that students need to be Proficient in for Quarter 3) These standards will be tested on Focal Point and on Quarter 3 Report Cards

W3.1 Classical Traditions					
Historical Inquiry and Analysis					
Historical Understanding					
G1.2 Geographic Inquiry and Analysis					
G4.2 Technology Patterns and Networks					
G4.4 Forces of Cooperation and Conflict					
7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.					
Historical Inquiry and Analysis					
Historical Understanding					
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(Performance task, Projec**	**Vocabulary**	**Resources**
1/27 - 1/31	**Unit: 5 – The Emergence of World Religions – 1000BCE - 300CE https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787&**	Essential Questions: How are Western religions different from Eastern Religions How did the emergence of world religions both influence and reflect the rise of empires? How was the Silk Road a part of the spread of world religions Learning Targets:	**Informal:** Not listed in 2018-2019 map	Academic: Abraham Bible Buddhism Buddha caste system Christianity cultural diffusion dharma Five Pillars of Islam Hinduism Islam Judaism Jesus Christ karma monotheism Moses Muhammad philosophy polytheism prophet reincarnation religion religious tolerance Talmud Ten Commandments Torah Silk Roads world religions Classifying/Grouping	**Computer with projector** **PowerPoint** **Poster paper and markers to make signs** **LCD/Overhead Projector** **Sticky notes** **TCI textbook: The Ancient World** **Student Resource mr.dowling.org** **TCI textbook, The Ancient World**
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

2/3 - 2/7	**Unit: 6 – Interactions and the Fall of Empires – 1000BCE - 300CE** **https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787&**	Essential Questions: How did the rise and fall of empires affect people and societies? How did the interaction between empires affect their growth and development? What were the most significant factors that enabled empires to stay in power and why did these empires eventually fall? What other patterns of human societies and organization were in place during this era and why did they not become empires or parts of empires? Learning Targets:	Informal: Not listed in 2018-2019 map	Academic: causes and consequences city-state civil service civilization Confucianism cultural diffusion Daoism dynasty empire environmental circumstances/geographic luck fall or decline of empires Golden Age historical significance innovation Legalism patriarchy philosophy Silk Road social hierarchy/class system trade networks turning point Content:	Computer with projector PowerPoint Poster paper and markers to make signs LCD/Overhead Projector Sticky notes Student Resource Aksum of Ethiopia. About.com. 23 September 2015 http://archaeology.about.com/cs/africa/a/aksum.htm "Ancient Artifacts May Shed Light on Moche Civilization. New York Times. Science. 16 Feb. 2001. 23 September 2015 http://www.nytimes.com/2001/02/16/science/16reuters-archaeo.html "Ancient China for Kids: The Han Dynasty." Ducksters. Technological Solutions, Inc. (TSI), Oct. 2013. Web. 23 September 2015 http://www.ducksters.com/history/china/han_dynasty.php "Ancient roman Concrete Is About to Revolutionize Modern Architecture." Bloomberg Businessweek. 14 June 2013. 23 September 2015 http://www.businessweek.com/articles/2013-06-14/ancient-roman-concrete-is-about-to-revolutionize-modern-architecture Andrews, Evan. "10 Innovations That Built Ancient Rome." History.com. 20 Nov. 2012. 23 September 2015 http://www.history.com/news/history-lists/10-innovations-that-built-ancient-rome "Attila the Hun." History. BBC. 16 December 2013 Axum. Kids Past.com. 16 December 2013 Bantu Migrations. New York State Education Department. Global History & Geography. 23 September 2015 http://www.p12.nysed.gov/ciai/socst/ghgonline/turnpoint/tp14.html "Christianity in Ancient Rome." Ancient Rome for Kids. Mr.Donn.org. 23 September 2015 http://rome.mrdonn.org/christianity.html "The Colosseum." Ancient Rome for Kids. Mr.Donn.org. 23 September 2015 http://rome.mrdonn.org/colosseum.html
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
2/10 - 2/15		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
2/18 - 2/21		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

2/24 - 2/28		Essential Questions: Learning Targets: .	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
3/2 - 3/6		Essential Questions:	Informal:	Academic:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
3/9 - 3/13		Essential Questions: Learning Targets: .	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
3/16 - 3/20		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
3/23 - 3/27		Essential Questions: Learning Targets: .	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
3/30 - 4/3		Essential Questions: Learning Targets:	Informal:	Academic: Content:	

7th Grade - Social Studies

Curriculum Map - Quarter 4 (April 13-June11)

Quarter 4 (Standards that students need to be Proficient in for Quarter 4) These standards will be tested on Focal Point and on Quarter 4 Report Cards

7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

Historical Inquiry and Analysis

Historical Understanding

G1.2 Geographic Inquiry and Analysis

7 – W4.1.2 Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.

Historical Inquiry and Analysis

Historical Understanding

G1.2 Geographic Inquiry and Analysis

G3 Investigation and Analysis

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4) P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
4/13 - 4/17	**Unit: 7 –Patterns of Reorganization and The Dark Ages https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787&**	Essential Questions: How did both geography and the history of past societies contribute to the rise of new powers and conflicts in this era? How did the legacies of the large empires like Rome and the Han Dynasty influence the subsequent societies in the areas they formerly controlled? How did both geography and the history of past societies contribute to the rise of new powers in this era? Why did new patterns of conflict emerge in this time period and how did they shape societal interactions? Learning Targets:	Informal: Not listed in 2018-2019 map	Academic: adaptation alliance caliphate cavalry census conflict cultural diffusion demographer dynasty empire ethnocentrism expansion versus spread external pressures feudalism Golden Age historiography internal pressures kinship manor migrant perspective/point of view patriarch political-religious states strait religious conflict renaissance settlement sustainability urbanization world zones Classifying/Grouping	**Computer with projector** **PowerPoint** **Poster paper and markers to make signs** **LCD/Overhead Projector** **Sticky notes** **Student Resource** **Hansen, Valerie. "Paper." The Silk Road: Connecting Cultures, Creating Trust. Smithsonian Folklife Festival. Smithsonian Institution. 18 September 2014** **Hearn, Kelly. "Who Built the Great City of Teotihuacan?" National Geographic. 2014. 23 September 2015 http://science.nationalgeographic.com/science/archaeology/teotihuacan-/#.** **History of Paper. History for Kids. Kidipede. 23 September 2015 http://www.historyforkids.org/learn/literature/paper.htm.** **"History of World 3500BC to 2005 AD." World History Timeline. Time Maps. 23 September 2015 http://www.timemaps.com/history.** **Hodges, Glenn. "America's Forgotten City." National Geographic. January 2011. 23 September 2015 http://ngm.nationalgeographic.com/print/2011/01/cahokia/hodges-text.**
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

4/20 - 4/24	**Unit: 8 –Converging Patterns: 1000-1450CE https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787&**	Essential Questions: How did political, economic and cultural growth set the stage for globalization? How and why did African and American empires develop similarly to and differently from the empires in Eurasia? How did large scale movements of people, ideas, technologies, and disease change the world on the eve of modernity? Why is it helpful to explore human history in terms of continuity and change over time? Learning Targets:	**Informal:** Not listed in 2018-2019 map	Academic: alliance Almoravid continuity and change over time corroboration crusade cultural diffusion evidence inferences Mesoamerica movement opulence pandemic/plague pilgrimage polytheism the Americas sultan synthesis turning points vassal world religion Cause and Effect Compare and Contrast Description Evidentiary Argument Generalizing Content:	Code & Content Expectations (Disciplinary Knowledge) Essential Questions/Scaffold Lessons Vocabulary Resources See GLCE list for this unit at: https://oaklandk12-public.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=16189&YearID=2015&CurriculumMapID=787& How did political, economic and cultural growth set the stage for globalization? How and why did African and American empires develop similarly to and differently from the empires in Eurasia? How did large scale movements of people, ideas, technologies, and disease change the world on the eve of modernity? Why is it helpful to explore human history in terms of continuity and change over time? Empire in West Africa: The Kingdom of Mali Empires of the Americas: The Inca and Aztecs Afroeurasia overview: The Crusades, Mongols and the Black Death Change and Continuity in World History-Final Project alliance Almoravid continuity and change over time corroboration crusade cultural diffusion evidence inferences Mesoamerica movement opulence pandemic/plague pilgrimage polytheism the Americas sultan synthesis turning points vassal world religion Cause and Effect Compare and Contrast Description
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
4/27 - 5/1		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
5/4 - 5/8		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

5/11 - 5/15		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
5/18 - 5/22		Essential Questions:	Informal:	Academic:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
5/26 -5/29		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
6/1 - 6/5		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
6/8 - 6/11		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

Curriculum Map 2019-2020

THE LEONA GROUP

8th Grade ELA - QUARTER 1

Unit 1: (20 days, 4 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 1: Central idea/theme/ Citing textual evidence Writing: informational text	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Analyzing memoir mentor texts (written & discussed) Identifying and explaining uses of figurative language Identifying and justifying themes Chrome books Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text reading	Informative Writing Autobiography Figurative Language Sensory Detail / Imagery Transitions Plot / Setting Characters / Characterization / Traits Dialogue Theme Resolution Textual Evidence Theme/Central Idea Informational Writing connonative Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
	RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		
	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		
	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.		
	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	W.8.2e	Establish and maintain a formal style.		
	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.		
	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		

Unit 2: (10 days, 2 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 2: Figurative Language -	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Narrative perspective-writing (journals)	Point-of-View 1st person

Literature Text Writing: Analyze character traits	RL.8.2	**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**	Comprehension and analytic questions (written and discussed) warm up, exit cards, class discussions Chromebooks Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Literature text reading	2rd person 3rd person (omniscient and limited) Utopian/Dystopian Society Irony Theme & Textual Evidence Setting Plot Characterization Theme/Central Idea Figurative Language Foreshadow Context Clues Protagonist/Antagonist
	RL.8.3	**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**		
	RL.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RI.8.1	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RI.8.2	**Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**		
	SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		
	SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.		
Unit 3: (10 days, 2 weeks)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 3: Informational text/text structure Informative writing	RI.8.1	**well as inferences drawn from the text.**	Exit tickets & warm ups (focuses: characterization, point-of-view, passage analysis) Comprehension and analysis questions (written and discussed) Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Point-of-View Figurative Language Foreshadow Context Clues Protagonist/Antagonist Plot Structure Prefix/Suffix Figurative Language Connotation vs. denotation Textual Evidence Theme/Central Idea Main Idea
	RI.8.2	**Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**		
	RI.8.3	**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**		
	RI.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RL.8.1	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.8.2	**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**		
	W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**		
	W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**		
	W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**		
	SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.		

	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
QUARTER 2				
Unit 4: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 4: Reading literature - short stories, voice-tone/point of view Language standards/parts of speech Writing: Argumentative Essay	**RL.8.1**	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	Current events analysis Current events presentation (written and presented) Identifying and/or writing claims and evidence Chromebooks Interactive notebooks, and folders Flocabulary Pinterest Teachers pay teachers YouTube Text structure graphic organizer Vocabulary words Informational text reading Literature text reading Informational text reading	Research Process Synthesis Argumentative Writing Claim - Evidence - Reasoning Counterclaim Evaluating Sources (CRAAP) Main Idea and evidence Active vs. Passive Voice Connotation vs. Denotation Theme and evidence Figurative Language Setting, plot, word choice, characterization
	RI.8.1	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.8.2	**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**		
	RI.8.2	**Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**		
	RL.8.3	**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**		
	RI.8.3	**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**		
	RL.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RI.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RL.8.5	**Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**		
	RI.8.5	**Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**		
	RL.8.6	**Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.**		
	RI.8.6	**Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**		
	W.8.1	**Write arguments to support claims with clear reasons and relevant evidence.**		
	W.8.1a	**Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**		
	W.8.1b	**Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**		
	W.8.1c	**Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**		
	W.8.1d	**Establish and maintain a formal style.**		
	W.8.1e	**Provide a concluding statement or section that follows from and supports the argument presented.**		
	W.8.7	**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**		

	W.8.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**		
	W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**		
	W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**		
	W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**		
	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
	L.8.2b	Use an ellipsis to indicate an omission.		
	L.8.2c	Spell correctly.		
	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.		
	L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
	L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		
	L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
	L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
QUARTER 3				
Unit 5: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 5: Thematic Novel Study - Overcoming Obstacles Writing: Essay Writing – How To and Research Technology based instruction	**RL.8.1**	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise, edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting
	RI.8.1	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.8.2	**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**		
	RI.8.2	**Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**		
	RL.8.3	**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**		
	RI.8.3	**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**		

	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.		
	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.		
	W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.		
	W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
	W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.		
	W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.		
	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
	W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		
	W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	W.8.9a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).		

	W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**		
	W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**		
	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		
	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		
	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		
	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		
	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		
	L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*		
	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
	L.8.2b	Use an ellipsis to indicate an omission.		
	L.8.2c	Spell correctly.		
	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context		
	L.8.5b	Use the relationship between particular words to better understand each of the words.		
	L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
QUARTER 4				
Unit 6: (1 quarter)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Unit 6: Historical fiction/ Thematic Novel Study, Going through hard times	**RL.8.1**	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**	Literature Text Reading Comprehension questions Context clues detective program Vocabulary Homework	Main Idea Evidence Theme Figurative connonative Writing Process – prewrite, draft, revise,
	RI.8.1	**Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**		
	RL.8.2	**Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**		

	RI.8.2	**Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**	KWL Vocabulary Homework Fantasy Genre YouTube Videos Fantasy Genre PowerPoint Readers Theater Text structure graphic organizer Vocabulary words Informational text Reading Flocabulary Pinterest Teachers pay teachers Chrome books Interactive notebooks, and folders	edit, publish 6+1 Traits – ideas, organization, voice, fluency, word choice, conventions, presentation Setting Key points Elements of Literature Genre Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution
	RL.8.3	**Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**		
	RI.8.3	**Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**		
	RL.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RI.8.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**		
	RL.8.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**		
	RI.8.10	**By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.**		
	W.8.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**		
	W.8.2a	**Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**		
	W.8.2b	**Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**		
	W.8.2c	**Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**		
	W.8.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**		
	W.8.2e	**Establish and maintain a formal style.**		
	W.8.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented.**		
	W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**		
	W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").**		
	W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").**		
	W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**		
	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
	L.8.1b	Form and use verbs in the active and passive voice.		
	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.		
	L.8.2b	Use an ellipsis to indicate an omission.		
	L.8.2c	Spell correctly.		
	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Mathematics Pacing Guide

Time Frame: 4 Weeks – September: Grade 8

Unit 1: Functions

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Define, evaluate, and compare functions **8. F.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output[1]. **8. F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. **8. F.3** Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains	What is a function? Scaffold Questions: How do we take real world situations and express them mathematically? How do we use mathematical forms to help us explain the relationship between sets of numbers? What forms can be used to represent a function? How do we determine the appropriate form of representation for a function? In what ways can we model the	**Before** Graph paper FUN-ction flip book KWL Chart Pre-test Brainstorming Graphic Organizers **During** Graph paper FUN-ction flip book Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart **After** Post-Test Graphic Organizers	Function Input Linear Equation Output Rate of change	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Function Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AP3/indexAP3.htm

[1] Function notation is not required in Grade 8

the points (1,1), (2,4) and (3,9), which are not on a straight line. **Use functions to model relationships between quantities** **8. F.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. **8. F.5** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	changes one variable can have on another?	Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		

Mathematics Pacing Guide

Time Frame: 3 Weeks – October/November: Grade 8

Unit 2: The Number System – Rational and Irrational Numbers

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Know that there are numbers that are not rational, and approximate them by rational numbers **8. NS.1** Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. **8.NS.2** Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of √ 2.	What is an irrational number? Scaffold Questions: How would you describe a line through a number line that does not touch any of the points with whole number coordinates? What numbers cannot be represented as a fraction and how do they compare to numbers that can?	**Before** Number lines (individual and whole class) KWL Chart Pre-test Brainstorming Graphic Organizers **During** Number lines (individual and whole class) Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems	Decimal Repeating Round Terminating Decimal Truncate	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Irrational Number Tutorial: http://www.mathsisfun.com/irrational-numbers.html Rational and Irrational Number Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AOP1/indexAOP1.htm Additional Math Resources: http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html

Mathematics Pacing Guide

Time Frame: 4 Weeks – November/December: Grade 8

Unit 3: Unit 8: Geometry – Congruence and Similarity

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Understand congruence and similarity using physical models, transparencies, or geometry software **8. G.1** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **8.G.2** Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. **8. G.3** Describe the effect of dilations, translations,	How can geometric figures be proven similar? Scaffold Questions: How can a new similar figure be obtained? What are the properties of rotations, reflections, and translations?	**Before** Geometry Software Plastic Shapes Rulers/Protractors Graph Paper KWL Chart Pre-test Brainstorming Graphic Organizers **During** Geometry Software Plastic Shapes Rulers/Protractors Graph Paper Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work	Angle(s) of Rotation Center of Dilation Center of Rotation Congruence Coordinate Rules Dilation Direction Image Line of Symmetry Magnitude Perpendicular Bisector Pre-image Reflection Reflective Symmetry Rotation Rotational Symmetry Scale Factor Similarity Symmetry Transformation Translation Translational Symmetry	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Constructing Tangrams Activity: http://mathforum.org/trscavo/tangrams/construct.html Interactive Transformation Practice and Games: http://www.mathsnet.net/transform/index.html http://nlvm.usu.edu/en/nav/frames_asid_295_g_3_t_3.html?open=activities REAL LIFE REAL WORLD Activity: Archeologist Frieze Patterns (TI-84+): http://education.ti.com/calculators/downloads/US/Activities/Detail?id=7416 **Transformers in the Classroom** (TI-Nspire): This lesson involves digitizing an image and transforming it on a graph. http://education.ti.com/calculators/downloads/US/Activities/Detail?id=17249 **Do You See What I See?** (TI-73): Students discover how pictures formed by graphing ordered pairs can be stretched and shrunk by multiplying and dividing the coordinates. http://education.ti.com/calculators/downloads/US/Activities/Detail?id=4453 **Flipping Over the Coordinate Plane** (TI-73 and TI- Navigator): Students review basic

rotations and reflections on two-dimensional figures using coordinates. **8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. **8. G.5** Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.		KWL Chart **After** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems MAP Lesson Units - Representing and Combining Transformations: http://map.mathshell.org/materials/lessons.php?taskid=223		geometry vocabulary while investigating reflections on a coordinate grid. http://education.ti.com/calculators/downloads/US/Activities/Detail?id=6685 **Movin' and Changin'** (TI-73, but could be used with a TI-84+): In this activity, students investigate transformation, slides and scaling, of a triangle using lists. They will add, subtract and multiply numbers to the list and describe the changes that have occurred. Students are to make the connection between changing the x- or y-values and the transformation.http://education.ti.com/calculators/downloads/US/Activities/Detail?id=12217 **TranStar:** In this math game your aim is to guide the alien entity TranStar across the cosmos as it searches for the mysterious Core. By calling upon the awesome power of exotic space phenomena you apply transformations to TranStar, allowing you to reflect, rotate, translate and even enlarge it. But think carefully - one false move and TranStar's star trek could come to a tragic end! http://www.mangahigh.com/en_us/games/transtar **3D Transmographer:** This applet is a 3D model that allows the user to explore the world of transformation, reflections, and rotations. http://www.shodor.org/interactivate/activities/3DTransmographer/ **Tessellation Tutorials:** Tutorials and templates for making your own tessellations. http://www.mathforum.org/sum95/suzanne/tess.intro.html **NCTM Illuminations** http://illuminations.nctm.org

				Algebraic Transformations: In this unit, students create a shape sorter and consider all possible moves that will return a shape to its original position. They investigate the results when two of these moves are performed consecutively, to learn about the commutative and associative properties. http://illuminations.nctm.org/LessonDetail.aspx?ID=U157 **Understanding Congruence, Similarity, and Symmetry Using Transformations and Interactive Figures:** Rotations; translations, or slides; and reflections, or flips, are geometric transformations that change an object's position or orientation but not its shape or size. The interactive figures in this four-part example allow a user to manipulate a shape and observe its behavior under a particular transformation or composition of transformations. http://www.nctm.org/standards/content.aspx?id=26885

Mathematics Pacing Guide

Time Frame: 4 Weeks – December/January: Grade 8

Unit 4: Geometry – The Pythagorean Theorem

Common Core	Essential Questions	Assessment	Vocabulary	Resources
Understand and apply the Pythagorean Theorem **8. G.6**. Explain a proof of the Pythagorean Theorem and its converse. **8. G.7** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. **8. G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	What is the Pythagorean Theorem? Scaffold Questions: How can we derive the distance between two endpoints that do not lie on the same horizontal or vertical line and how is this related to the Pythagorean Theorem? Is there a mathematical relationship between the areas of the squares formed from the sides of a right triangle? How can this be determined to be true? What is the Pythagorean Theorem and how is the Pythagorean Theorem and its converse used to solve problems including?	**Before** "What's Your Angle, Pythagoras?" Paper Triangles and Rulers with cm Colored Tiles for "proofs" Graph paper for distance formula KWL Chart Pre-test Brainstorming Graphic Organizers **During** "What's Your Angle, Pythagoras?" Paper Triangles and Rulers with cm Colored Tiles for "proofs" Graph paper for distance formula Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points"	Pythagorean Theorem Theorem	http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Pythagoras' Theorem Tutorial: http://www.mathisfun.com/pythagoras.html Distance Formula Tutorial: http://www.purplemath.com/modules/distform.htm Coordinate Geometry Tutorial: http://www.onlinemathlearning.com/coordinate-geometry.html Pythagorean Theorem Lessons, Practices, and Tutorials: http://www.regentsprep.org/Regents/math/geometry/GP13/indexGP13.htm

	perimeter, area, and volume?	Partner Work Small Group Work KWL Chart **<u>After</u>** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		

Mathematics Pacing Guide

Time Frame: 4 Weeks – December/January: Grade 8

Unit 4: Geometry – The Pythagorean Theorem

Common Core	Essential Questions	Assessment	Vocabulary	Resources

Analyze and solve linear equations and pairs of simultaneous linear equations **8. EE.7** Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8. EE.8** Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables	How is a linear equation solved to find the number of solutions it may have? <u>Scaffold Equations:</u> How may simultaneous linear equations in two variables be solved? In a system of simultaneous linear equations, what is the solution for the system? What mathematical (real-world) models illustrate comparisons to support decision making?	**<u>Before</u>** Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data KWL Chart Pre-test Brainstorming Graphic Organizers **<u>During</u>** Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **<u>After</u>**	Distributive Property Equality Identity Inequality Infinitely Many Solutions Linear Combination Linear Equations No Solution Simultaneous Linear Equations Solution Substitution	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Linear Equation Game: http://hotmath.com/hotmath_help/games/kp/kp_hotmath_sound.swf Equality and Inequality Video Tutorial: http://www.youtube.com/watch?v=NFJdIK6Ydgc Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm Solving Systems of Equations Video Tutorial: http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Algebra1_4-1.shtm Inequality Tutorial: http://www.math.com/school/subject2/lessons/S2U3L4GL.html

correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		

Mathematics Pacing Guide

Time Frame: 3 Weeks –January/February: Grade 8

Unit 5: Expressions and Equations – Linear Equations

Common Core	Essential Questions	Assessment	Vocabulary	Resources

Analyze and solve linear equations and pairs of simultaneous linear equations **8. EE.4** Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. **8. EE.7** Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	How is a linear equation solved to find the number of solutions it may have? <u>Scaffold Equations:</u> How may simultaneous linear equations in two variables be solved? In a system of simultaneous linear equations, what is the solution for the system? What mathematical (real-world) models illustrate comparisons to support decision making?	**<u>Before</u>** Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data KWL Chart Pre-test Brainstorming Graphic Organizers **<u>During</u>** Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **<u>After</u>**	Distributive Property Equality Identity Inequality Infinitely Many Solutions Linear Combination Linear Equations No Solution Simultaneous Linear Equations Solution Substitution	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Linear Equation Game: http://hotmath.com/hotmath_help/games/kp/kp_hotmath_sound.swf Equality and Inequality Video Tutorial: http://www.youtube.com/watch?v=NFJdIK6Ydgc Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm Solving Systems of Equations Video Tutorial: http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Algebra1_4-1.shtm Inequality Tutorial: http://www.math.com/school/subject2/lessons/S2U3L4GL.html

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. **8. EE.8** Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to two linear equations in		Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		

two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.				

Mathematics Pacing Guide

Time Frame: 4 Weeks –February/March: Grade 8

Unit 6: Statistics and Probability – Bivariate Data

Common Core	Essential Questions	Assessment	Vocabulary	Resources

Investigate patterns of association in bivariate data **8. SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. **8. SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **8. SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight	How can we model the changes one variable can have on another? <u>Scaffold Questions:</u> How do we determine the appropriate form of representation for a function? How can you use your data to make predictions? How can you use data on a scatter plot to recognize patterns of association? How do you determine which graph to use when you have data to display? What type of data is needed to create a scatter plot?	**<u>Before</u>** Battle ship, class made scatter plot (outliers, clusters, + or - association) Buried Treasure KWL Chart Pre-test Brainstorming Graphic Organizers **<u>During</u>** Battle ship, class made scatter plot (outliers, clusters, + or - association) Buried Treasure Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart **<u>After</u>** Post-Test Graphic Organizers	Bi – variant Clustering Correlation Cumulative Frequency Frequency Line of Best fit Negative Association Outliers Positive Association Relative Frequency Scatter plots	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Interactive Plot Graph: http://www.shodor.org/interactivate/activities/SimplePlot/

each day is associated with an additional 1.5 cm in mature plant height. **8. SP.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*		Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		

Mathematics Pacing Guide

Time Frame: 4 Weeks – March/April: Grade 8

Unit 7: Expression & Equation - Radicals and Integer Exponents

Common Core	Essential Questions	Assessment	Vocabulary	Resources

Work with radicals and integer exponents **8. EE.1** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 × 3^(–5) = 3^(–3) = 1/(3^3) = 1/27. **8. EE.2** Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. **Work with radicals and integer exponents** **8. EE.3** Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 10^8 and the population of the world as 7 × 10^9, and determine that the world population is more than 20 times larger.	What is a radical? What is an integer exponent? Scaffold Questions: How can very long numbers be abbreviated? (very large or very small numbers) How do we perform operations with very large or very small numbers? What are the properties of integer exponents? How do rational and irrational numbers compare and contrast? Why are irrational numbers useful? What is the relationship between square and square root and cube and cube root? How can we perform operations with	**Before** KWL Chart Pre-test Brainstorming Graphic Organizers **During** Omni fix cubes / tiles for building squares and cubes and modeling area and length of a side. Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **After** Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems **Before**	Exponential Notation Negative Bases Scientific Notation Standard Notation	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Scientific Notation Tutorial: http://www.nyu.edu/pages/mathmol/textbook/scinot.html Exponent Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/algtrig/ATO1/indexATO1.htm Scientific Notation Quiz Game: http://janus.astro.umd.edu/cgi-bin/astro/scinote.pl Scientific Notation Practice: http://ieer.org/resource/classroom/scientific-notation/ Mathematics Assessment Project (MAP) Giantburgers: "Everyday, 7 of Americans eat at Giantburger Restaurant." Students are challenged to prove or disprove this statement using their knowledge of exponents. http://map.mathshell.org/materials/tasks.php?taskid=266

	Scientific Notation? <u>Scaffold Questions:</u> Why does scientific notation involve using a power of ten in the expression? How does it compare to exponential notation?	KWL Chart (include Integer Exponent Properties) Pre-test Brainstorming Graphic Organizers Long white paper for "folding" scientific notation numbers into standard notation numbers **<u>During</u>** Long white paper for "folding" scientific notation numbers into standard notation numbers Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **<u>After</u>** Post-Test Graphic Organizers Partner Work		

		Small Group Work Content Review Stations KWL Chart Real World Problems		

Mathematics Pacing Guide

Time Frame: 4 Weeks – May/June: Grade 8

Unit 8: Expression and Equations – Proportional Relationships, Lines, and Linear Equations

Common Core	Essential Questions	Assessment	Vocabulary	Resources

Understand the connections between proportional relationships, lines, and linear equations 8. EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. **8. EE.6** Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y =mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	How can proportional relationships be compared? <u>Scaffold Questions:</u> How can triangles be used to illustrate and derive equivalent slopes? What is the difference between lines with the equation y=mx and lines with the equations y=mx+b?	**<u>Before</u>** KWL Chart Pre-test Brainstorming Graphic Organizers Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data. **<u>During</u>** Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data. Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson "check points" Partner Work Small Group Work KWL Chart **<u>After</u>** Post-Test	Directly Proportional Relationship Intercept Linear Relationship Proportion Ratio Quantities Similar Slope Unit Rate	MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013 Fractions, Percents, Ratios, and Proportions Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AO3/indexAO3.htm Rate Tutorial: http://www.math.com/school/subject1/lessons/S1U2L3GL.html Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm Slope-Intercept Activity: http://www.explorelearning.com/index.cfm?method=cResource.dspDetail&ResourceID=88 Linear Function Machine: http://www.shodor.org/interactivate/activities/LinearFunctMachine/ NCTM Illuminations http://illuminations.nctm.org/ Equations of Attack: When one end of a wooden board is placed on a bathroom scale and the other end is suspended on a textbook, students can "walk the plank" and record the weight measurement as their distance from the scale changes. The results are unexpected— the relationship between the weight and distance is linear, and all lines have the same *x*-intercept. This investigation

		Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems		leads to a real world occurrence of negative slope, examples of which are often hard to find.

Curriculum Map 2018-2019

THE LEONA GROUP

QUARTER 1

Unit 1: Forces and Motion (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Net Force: Learn how to create force diagrams to determine the motion of an object with multiple forces acting on it, or if no motion is taking place at all. **Newton's Laws:** Differentiate between examples of each of Newton's Laws.	MS.PS2.1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	**Net Force:** force, net force, direction, newton, balanced, unbalanced, motion **Newton's First Law:** inertia, unbalanced force **Newton's Second Law:** force, mass, acceleration **Newton's Third Law:** action, reaction
	MS.PS2.2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object		

(Mini) Unit 2: Electromagnetism & Gravitational Force (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Gravitaitonal Force: Students compare and contrast the weight of an object with constant mass that is subjected to different forces of gravity on other planets. **Electromagnetism:** Students define electric energy and magnetic energy and explore how these two forces interact and how this combined force can be used in real	MS.PS2.3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs Stephanie Elkowitz SNAPs lab stations on Gravitational Force Relationships	**Gravitational Energy:** Gravity, Gravitational Force, Orbit **Electromagnetism:** Magnetic Force, Magnetic Field, Electric Force, Electric Field
	MS.PS2.4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects		
	MS.PS2.5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact		

QUARTER 2

Unit 3: Waves (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Waves: Students explore transverse and longitudinal waves. They will learn how to model	MS.PS4.1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs	**Waves:** Waves, Energy, Mechanical Waves, Medium, Vibration, Transverse Waves,
	MS.PS4.2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials		

each wave and associate each with real life examples. **Wave Interactions:** Students will explore how waves interact with new mediums or mediums of different densities. **Digital vs. Analog Waves:** Students compare and contrast the two signals to determine situations where they are most useful.	MS.PS4.3	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals	Kate's Classroom Cafe Doodle Notes Professor Doubter NGSS Science Resources "Analog and Digital Signals NGSS Middle School Science Unit" from Teachers Pay Teachers	Longitudinal Waves, Surface Waves, Crest, Trough, Rest position, Compression, Rarefaction, Amplitude, Wavelength, Frequency, Speed, Visible Light, Spectrum, ROYGBIV **Interactions: R**eflect, Diffusion, Refraction **Digital vs Analog:** Digital Wave, Analog Wave, Transmission, Decoding, Binary
(Mini) Unit 4: Ecosystems (Review) (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Ecosystem: describe the components and differentiate between biotic (living) and abiotic (non-living) components **Interactions:** How do the components of the ecosystem interact? (Food chains/webs, Competition & Populations, Symbiosis) **Biodiversity:** Learn the importance of biodiversity and how we can contribute positively	MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs;	**Ecosystems:** Organism, species, population, environment, ecosystem, biotic factors, abiotic factors, limiting factor, competition, carrying capacity **Interactions:** Food chains, food webs, producer, primary consumer, organism, herbivore, carnivore, omnivore, flow of energy, terrestrial ecosystem, marine ecosystem, freshwater ecosystem, secondary consumer, tertiary consumer, decomposer, scavenger, photosynthesis, **Biodiversity:** Biodiversity, genetic biodiversity, species biodiversity, ecological biodiversity
	MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services		
QUARTER 3				
Unit 5: Natural Selection and Adaptations (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

Natural Selection: Students will learn about Charles Darwin and his theory of Natural Selection. Living things react to changes to their natural environment in order to survive. Naturally selected living things are more likely to survive because they were born with traits that help them adapt to changes. **Review Genetics:** Students review how genetic variation can breed advantageous traits by observing how traits get sorted genetically through random genetic recombination and use Punnett squares to determine probability of receiving specific traits. **Evolutionary Relationships / Geologic Time Scale:** Students research how organisms have changed/evolved throughout history by using cladograms and fossil records to comparing modern organsisms to their ancestors.	MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs; Peppered Moths	**Darwin:** Natural Selection, Selective Breeding, Organism, Environment, Genetic Traits, Genetically Modified Organism, Adaptation **Genetics:** Variation, DNA, Recombination, Mutation, Advantageous, Dominant, Recessive, Genotype, Phenotype **History of Life:** Fossil, record, geologic time scale, common ancestry, precambrian time, paleozoic time, mesozoic time, cenozoic time, Geologic Time Scale, Eras, Homologous structures, Embryological Development
	MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships		
	MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy		
	MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment		
	MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time		

QUARTER 4				
(Mini) Unit 6: Catastrophic Events (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Catastrophic Events: Students will investigate several types of catastrophic events and brainstorm / research ways to mitigate their effects.	MS.ESS3.2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects	Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs; Earthquake Tower Lab	**Catastrophic Events:** Ecosystem, Flood, Hurricane, Tornado, Wildfire, Tsunami, Earthquake, Meteor, Blizzard, Drought, Volcano, Mitigation
(Mini) Unit 7: Climate Change (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Climate Change: Students will define	MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	https://www.climategen.org/	**Climate Change:** indicator, weather,

climate change and compare multiple sources of evidence that illustrate the causes of the changes and whether or not the cause is human activity.	MS.ESS3.4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems		climate, trend, climate change, anomaly greenhouse effect, greenhouse gas, cumulative, atmosphere, carbon dioxide emissions, carbon sink mitigation, adaptation, resilience

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Grade - 8
Curriculum Map - Quarter 1(Sept.3-Nov. 1)

Quarter 1 (Standards that students need to be Proficient in for Quarter 1) These standards will be tested on Focal Point and on Quarter 1 Report Cards

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists'

F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing

F1.3 Describe the consequences of the American Revolution

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation

8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

Date or week of teaching	Standards	Essential Question/Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
Sept. to Oct. (4 weeks) Ch.5 1 wk, Ch. 6 1 wk, Ch.7 2wks	**REVIEW of Unit 1 (5th Grade): Revolution and the New Nation** **F1.1Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing.** **• colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)** **• experiences with self-government (e.g., House of Burgesses and town meetings) (C2)** **• changing interactions with the royal government of Great Britain after the French and Indian War (C2)** **F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing** **• colonists' views of**	**Essential Questions: 1.) What leads citizens in the colonies to rebel against their own government?** **2.) What goals are set for our government within the Declaration of independence?** **3.) How is the Continental Army able to win the war for independence from Great Britain?** **Learning Targets: Chapter 5:** **Describe the role of the French and Indian War, how the British policy in the colonies changed, and colonial dissatisfaction with the new policy.** **Describe the cause/effect of events such as the Stamp Act, Boston Tea Party, Intolerable Acts, and the Boston Massacre.** **Chapter 6:** **Describe the role of the First and Second Continental Congress in unifying colonies.** **Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.**	Informal: Group reading, discussion and notes. Graphic Organizers Vocabulary and Map Activities Timeline Project Declaration of Independence Rephrase (into modern language) Movie the Patriot as a preview with movie guide Imagine That writing prompt response paragraph Assessment questions based off of essential questions. Chapter Tests 5, 6, 7 Unit Test	Academic: colony French and Indian War Proclamation of 1763 Quartering Act Stamp Act Boycott Sons of Liberty Townsend Acts Boston Massacre Boston Tea Party Militia Intolerable Acts First Continental Congress Lexington and Concord Loyalist Patriot Second Continental Congress Continental Army Declaration of Independence Mercenary Strategy Battles of Saratoga Bayonet Guerrillas Battle of Yorktown Treaty of Paris of 1783	**Primary Sources** **Maps** **Historical documents** **Auto-Biography** **Globe** **Supplemental Resources** **Textbook** **Historical excerpts** **Biographies** **Videos (history related)** **Posters** **Art Supplies, Timeline Project Paper, The Patriot DVD**
Date or week of teaching	**Standards**	**Essential Question/Objectives/ Learning Targets**	**sessment(performance task, projec**	**Vocabulary**	**Resources**

October 2 wks	**Unit 2: Creating New Government and a New Constitution (F1.3)** **Describe the consequences of the American Revolution by analyzing the** **• birth of an independent republican government (C2)** **• creation of Articles of Confederation (C2)** **• changing views on freedom and equality (C2)** **• and concerns over distribution of power within governments, between government and the governed, and among people (C2)** **U3 USHG ERA 3** **Revolution and the New Nation** **U3.3 Creating New Government(s) and a New Constitution Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.** **Note: Expectations U3.3.1–U3.3.5 address content**	Essential Questions: What were the reasons for and the ultimate failures of the Articles of Confederation? What effects will these failures have on the discussions at the Constitutional Convention? Learning Targets: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	Group reading, discussion and notes. Graphic Organizers Vocabulary and Map Activity Assessment questions based off of essential questions. Chapter 8 Test THIS UNIT CONTINUES INTO QUARTER 2!!	**Chapter 8: Articles of Confederation territory Northwest Ordinance arsenal rebellion delegates secrecy republic Enlightenment constitution Compromise executive ratify Electoral College Federalists Anti-Federalists**	Primary Sources Maps Historical documents Auto-Biography Globe Supplemental Resources Textbook Historical excerpts Biographies Videos (history related) Posters

Grade - 8

Curriculum Map - Quarter 2 (Nov. 4-Jan. 23)

Quarter 2 (Standards that students need to be Proficient in for Quarter 2) These standards will be tested on Focal Point and on Quarter 2 Report Cards

8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the

8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the

8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty

8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.

8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense,

8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers),

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
Oct. 14-Dec. 20 ***Unit begins in Q1 and continues into Q2**	**"Unit 2: Creating New Government and a New Constitution (F1.3)** **Describe the consequences of the American Revolution by analyzing the** **• birth of an independent republican government (C2)** **• creation of Articles of Confederation (C2)** **• changing views on freedom and equality (C2)** **• and concerns over distribution of power within governments, between government and the governed, and among people (C2)** **U3 USHG ERA 3** **Revolution and the New Nation** **U3.3 Creating New Government(s) and a New Constitution Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.** **Note: Expectations U3.3.1–U3.3.5 address content**	Essential Questions: CHPT. 9: THE CONSTITUTION, A MORE PERFECT UNION (cont'd from Q1) - How were the opinions of Federalists & Anti-Federalists different when it came to distributing power in the Constiution? - What is the purpose of separtating powers among the three branches of government? - What is the purpose of the Electoral College? - How did the three-fifths effect representation in each state? - How did the Great Compromise effect representation in each state? - What is the process of adding an amendment to the Constitution? - Why is Federalism an important core democratic value? PRINCIPLES OF GOVERNMENT - What are the Principles of government? CHPT. 10: THE BILL OF RIGHTS - Why were the addition of the Bill of Rights necessary? - What are the Bill of Rights? - How are the Bill of Rights applied in every day life? Learning Targets:	**Informal: Warm-Ups/Exit Tickets- Colo**	Content: Chapter 9: Popular sovereignty, bill, veto, executive branch, Legislative branch, bicameral, executive branch, impeach, judicial branch, checks and balances, amendment, interstate commerce, federalism, party, interest group Chapter 10: Bill of Rights worship warrant jury defendants self-incrimination press Amendment assembly Double-jeopardy impartial symbolic speech bear arms Establishment petition bystander Seizure probable cause lawsuit due process guarantee civil	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

Jan. 2 wks ***Unit begins in Q2 and continues into Q3**	**U4.1 Challenges to an Emerging Nation** **Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.:** **8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing** **ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers),** **despite the worries the Founders had concerning the dangers of political division,** **by analyzing** **disagreements over** **• relative power of the national government** **and of the executive branch** **• foreign relations** **• economic policy**	<u>Essential Questions:</u> 1.) How did the Federalist and Republican visions for U.S. politics differ? <u>Learning Targets:</u> Chapter 11: Explain how political differences led to the rise of the Federalist and Republican Parties during the 1790's and modern day Democrats and Republicans.	<u>Informal:</u> - Warm-Ups/Exit Tickets - Cold Calling/Popsicle Sticks-Notes/Graphic Organizers - Class/Small Group/Peer Discussion Chapter 11: Prior Knowledge Do Now on politics Vocab Graphic Organizer Whiskey Rebellion Flow Chart Federalist/Republican T-Chart Alien and Sedition Acts Cause and Effect graphic Organizer Problem/Solution NoteChart PowerPoint and discussion on Todays Political Arguments	<u>Content</u>: Chapter 11: Socio-economic class, Political party, issues, campaign, inauguration, Whiskey Rebellion, French Revolution, Federalist Party, first national bank, Republican Party, John Adams, Alien and Sedition Acts, nullify, states' rights	

Grade - 8

Curriculum Map - Quarter 3 (Jan. 27-April 3)

Quarter 3 (Standards that students need to be Proficient in for Quarter 3) These standards will be tested on Focal Point and on Quarter 3 Report Cards

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
Jan. 27-Feb. 28 **UNIT 3** ***Unit began in Q2, and continues into Q3**	**Cont'd from Q2** **8 – U4.1.1 Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice** **8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over** **• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts)** **and of the executive branch (e.g., during the Jacksonian era)**	Essential Questions: CHPT. 12: FOREIGN POLICY - How is foreign policy effecting the United States relationships with other countries? - What are different types of foreign policy? SUPREME COURT CASES - How was the power of the Supreme Court effected by the case of Marbury v. Madison? - How did the Supreme Court help determine the power vested in the national government? CHPT. 14: JACKSONIAN DEMOCRACY - How is the United States planning on expanding it's territory? - How does expansion effect the lives of Native Americans? - What are the long lasting effects Native Americans experienced because of expasionism? Learning Targets: CHPT. 12: FOREIGN POLICY - Students will be able to identify different types of foreign policy. - Students will be able to describe how several Presidents differed in their ideas of foreign policy. - Students will be able to explain how a	Informal: - Warm-Ups/Exit Tickets - Cold Calling/Popsicle Sticks-Notes/Graphic Organizers - Class/Small Group/Peer Discussion - Class Assignments - Homework - Foreign Policy skits - Spoon Review Game - Maps of Territorial Acquisitions - Escape Room Activity -Quizzes, Unit Test	Content: - Foreign Policy - Neutrality - Isolationism - Monroe Doctrine - Embargo - Impressment - Blockade - Secretary of State - Doctrine - Piracy - Supreme Court - Marbury v. Madison - McCulloch v. Maryland - Civil Servant - Spoils System - Tariff - Secede - Assimilation - Indian Removal Act - Trail of Tears - Jacksonian Democracy	**- Bower, Bert. History Alive!: The United States through Industrialism. Palo Alto, Calif.: Teachers' Curriculum Institute, 2005. Print.** **- Planner;** **- Social Studies Notebook;** **- Graphic Organizers & Notes** **- Homework Assignments** **- Maps/Atlases** **- Scripts for Chpt. 12 skits** **- Quizzes/Tests**
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**

March 2- April 3 **UNIT 4 (ends first week of Q4)**	**UNIT 4: EXPANSION AND REFORM** **8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.** **8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.** **8 – U4.3.1 Explain the origins of the American education**	Essential Questions: CHPT. 15: MANIFEST DESTINY - How did the United States expand it's territory? - What is Manifest Destiny? - How did the United States justify some of its territorial acquisitions? - What were the consequences of expansion? - How did expansion effect the institution of slavery? - How did expansion effect the relationships between the free and slave states? CHPT. 18: AN ERA OF REFORM - How was the creation of the American education system created? - What are the main ideas of compulsory public education? - What is the abolitionist movement? - Who were the key players in the abolitionist movement? - What were the effects of the abolitionist movement? - What was the Women's Movement? - What rights were fought for during the Women's Movement? - Who led the Women's Movement? - What were the goals of the antebellum movement? - What were the effects of the antebellum	Informal: - Warm-Ups/Exit Tickets - Cold Calling/Popsicle Sticks-Notes/Graphic Organizers - Class/Small Group/Peer Discussion - Class Assignments - Homework - Timelines - Amazing Race Activity - Maps, Graphs - Word Associations - 4 Square, North vs. South - Pass the Paper Review Summative: Quizzes/Tests	Content: -Divine -Justifiable - Louisiana Purchase - Frontier - Diplomacy - Manifest Destiny -Cessesion - Annex - Converts - Gadsden Purchase - Oregon Country - Pioneer - Texas War for Independence - The Alamo - Mexican-American War - Reformers - Second Great Awakening - Transcendetalism - Public School - Declaration of Sentiments - Sojourner Truth - Horace Mann - Abolitionists - Seneca Falls Convention - Dorothea Dix - Deforestation	**-Bower, Bert. History Alive!: The United States through Industrialism. Palo Alto, Calif.: Teachers' Curriculum Institute, 2005. Print.;** **-Planner;** **-Social Studies Notebook;**
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: Learning Targets:	**Informal:**	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: **Learning Targets:**	**Informal:**	Academic: Content:	

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(performance task, projec	Vocabulary	Resources
		Essential Questions: Learning Targets: .	**Informal:**	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions:	Informal:	Academic:	

Grade - 8

Curriculum Map - Quarter 4 (April 13-June 11)

Quarter 4 (Standards that students need to be Proficient in for Quarter 4) These standards will be tested on Focal Point and on Quarter 4 Report Cards

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	sessment(Performance task, Projec	Vocabulary	Resources
		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: Learning Targets:	**Informal:**	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: Learning Targets: .	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: Learning Targets: .	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions: Learning Targets:	Informal:	Academic: Content:	
Date or week of teaching	**Standards**	**Essential Question** & Objectives/ Learning Targets	**sessment(performance task, projec**	**Vocabulary**	**Resources**
		Essential Questions:	Informal:	Academic:	

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: (30 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Identify and explain plot structure in short stories; Analyze how authors create the setting of the story; Identify characterization; Identify conflict , conflict types, and plot devices; Explain how visualization and imagery impact the reader; Understand point-of-view; Analyze character traits and motivation; Understand inferences; Analyze setting; Understand how mood affects the story; Understand irony; Analyze symbolism; Understand flashback, foreshadowing; Analyze theme; Write narratives reflective of the short	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell **Literature; "The Most Dangerous Game;" "The Gift of the Magi;" "Horse of the Century;" "The Necklace;" "A Christmas Memory;" "The Cask of Amontillado;" "The Scarlet Ibis"**	Identify; analyze; characterization; theme; flashback; symbolism; inference; irony; foreshadowing; point-of-view; imagery
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
	W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		
	W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
	W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		

Unit 2: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Identify conflict and conflict types and plot devices	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The Tears of a Tiger	Conflict; theme
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		

Unit 3: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Analyze Symbolism	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	McDougall Littell **Literature: poetry**	meter, alliteration, simile; metaphor; symbol; sonnet; couplet

QUARTER 2

Unit 4: (30 days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Text dependent analysis;Citing text evidence to support conclusions	**RI.9-10.1**	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**		Vocabulary taken from from readings
	RI.9-10.2	**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**		
	RI.9-10.3	**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**		
	RI.9-10.4	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**		
	W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**		
	W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**		
	W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**		
			newsela.com	
Unit 5: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
QUARTER 3				
Unit 6: (20 days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

Genre: Nonfiction	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Life Without Go-Go Boots;" "Mary Mallon's Trail of Typhoid;" "Good Night, Willie Lee, I'll See You in the Morning"; "Unfinished Business"	Personal essay; Memoir;Interview; Cause and Effect; Informal Language; Idioms
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		
	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		
Unit 7: (days)20				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Character Development	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Making inferences
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RI.9-10.5	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		
			McDougall Littell Literature: "The Beginning of Something;" "Oranges;" "Young;" "Hanging Fire;" "The First Appendectomy" Reading for Information: Complex Guidelines and Directions	
Unit 8: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

QUARTER 4

Unit 9: (40 days)

Unit Focus	Standards		Resources	Unit Vocabulary
The Classic Tradition: The Odyssey by Homer	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		Epic; odyssey
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		
	RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
	W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
			McDougall Littell Literature: The Odyssey	

Unit 10: (days)

Unit Focus	Standards		Resources	Unit Vocabulary

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: (20 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 1: Fiction	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Harrison Bergeron;" "By the Waters of Babylon;"Author Study-Ray Bradbury=Life and Times, "A Sound of Thunder," "There Will Come Soft Rains," "The Pedestrian," The Author's Style	Short Story
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		
	L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.		

Unit 2: (10 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Unit 1: Nonfiction	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Dial Versu Digital;" "Once More to the Lake;" "A Letter from E. B. White, "Montgomery Boycott;" "A Eulogy to Dr. Martin Luther King, Jr."	Essay, letter, memoir,primary source
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		

Unit 3: (days)

Unit Focus	Standards		Resources	Unit Vocabulary

QUARTER 2

Unit 4: (20 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Poetry	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature: "Piano;" "Those Winter Sundays;" "Sonnet 18;" "Sonnet 30;" "Sweet Potato Pie;" "Salvador Late or Early;" Simile;" "Moon Rondeau;" "Woman;" "A Case of Cruelty;" Eight Puppies/Ocho Perritos"	blank verse, sonnet, stanza, couplet, quatrain, meter, simile
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		

Unit 5: (20 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Drama	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		dialogue
	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RL.9-10.3	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		

			The Bear, by Anton Chekov	

QUARTER 3

Unit 6: (5 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Reading for Information: Chronological Order; Analyzing a Letter; Career Search Report	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	McDougall Littell Literature- Chronological Order, pp. 314-315; Analyzing a Letter, pp. 410	Time line; chronological order
	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
	W..9-10.1a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	W.9-10.1b	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		
	W.9-10.1c	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		

Unit 7: (25 days)

Unit Focus	Standards		Resources	Unit Vocabulary
The Tragedy of Julius Caesar, by Shakespeare	RL.9-10.10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Julius Caesar play	blank verse, iambic pentamer, soliloquy, dramatic irony, tragic hero, rhetorical devices

Unit 8: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

QUARTER 4

Unit 9: (30 days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Alice Walker author study; Writing the career research paper	**RI.9-10.1**	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	Life and Times, p. 499; "Everyday Use, p. 503; "Women," p. 516; "Poem at Thirty-nine," p. 518; Interview On Writing Poetry, p. 521; Essay from In Search of Our Mother's Gardens, p. 522; The Author's Style, p.528	Interview, essay; Internet research
	RI.9-10.2	**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**		
	RI.9-10.3	**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**		
			Writing Workshop, p. 449; Internet;	

Unit 10: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: Short Stories (3 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Students read, discuss, and analyze literary and nonfiction texts focusing on how central ideas develop and interact within a text. Students also explore the impact of authors' choices regarding how to develop and relate elements within a text.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	https://www.engageny.org/resource/grade-11-ela-module-1	
	RI.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RI.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		
	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical		

Literature Analysis (3 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		

Unit 3: Unit 2: The Power of Persuasion, includes historical documents, sermons, articles, drama, and speeches (3 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or		
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and		
	W.11-12.9	Draw evidence form literary or informational texts to support analysis, reflection, and research.		

QUARTER 2

Unit 5: The Changing Face of America includes historical documents, essays, poetry, art, and biography

Unit Focus	Standards		Resources	Unit Vocabulary
Part 1: Women's Voices, Women's Lives; Part 2: The American Dream_Illusion or Reality?	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		Imagery; metaphor; simile; stanza; rhyme scheme
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
	W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
	W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	McDougall Littelll Literature: **Part 1**- "The Yellow Wallpaper;" "The Story of an Hour;" "Seventeen Syllable;"	
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		

	W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	Seventeen Syllable; Adolescence-III;" "I Stand Here Ironing;" "Ironing Their Clothes; Assessment Practice: Compairing Literature. **Part 2-** Historical Background; Poetry: "Chicago;" "Lucinda Matlock;" "Richard Cory;" "Miniver Cheevey;" "We Wear the Mask;" "Sympathy;" SHORT STORY: "Winter Dreams" HISTORICAL BACKGROUND: "America and I;" "The New Immigrants". Comparison and contrast essay, p. 902	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
	L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**		
Unit 5: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

QUARTER 3

Unit 6: An American Journey, includes drama,and film				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Play: The Crucible	RL.11-12.1	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**		Dialogue; monologue; soliloquy; aside;antagonist; protagonist; tragedy; drama; Elements of Plot: exposition, rising action, climax, falling action, resolution; foil characters
	RL.11-12.2	**Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**		
	RL.11-12.3	**Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**		
	RL.11-12.4	**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**		
	RL.11-12.5	**Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.**		
	RL.11-12.6	**Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**		
	RL.11-12.7	**Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**	McDougall Littell Literature: pp. 163-245; film version of The Crucible	
Unit 7: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
"The Right to be Free"	RI.11-12.5	**Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**		Reading vocabulary accompanies each selection
	RI.11-12.8	**Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).**		
	RI.11-12.9	**Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**		
			"Speech in the Virginia Convention," Patrick Henry; "The Declaration of Independence," Thomas Jefferson; "Letter to Samson Occom," Phillis Wheatley; "Letter to John Adams," Abigail Adams; "What is an American?" de Crevecoeur. from Poor Richard's Almanac, Benjamin Franklin	
Unit 8: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

QUARTER 4

Unit 9: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Play Hamlet, by Shakespeare	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Hamlet, by Shakespeare	Reading vocabulary defined in the text
	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
	W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.		
	W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.		
	W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
	W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
	W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.		
	W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
	W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
	W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
	W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
	W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.		
	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
	W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	Film version of Hamlet, by Mel Gibson	

Unit 10: (days)

Unit Focus	Standards		Resources	Unit Vocabulary

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: (14 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Epic Poetry, Anglo Saxon Poetry	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	The Language of Literature textbook,Anglo-Saxon Web Quest	Epic, epic poetry, epic hero
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		
	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		
	W.12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
	W.12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.		

Unit 2: (15 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Beowulf	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	The Language of Literature textbook, Study.com	Epic poem, kennings, stock epithet
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		

	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
	W.12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
Unit 3 (15 Days)					
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**	
Antigone, by Sophocles	RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Antigone script	Personification, figurative language, symbolism	
	RL.12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
	RL.12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
	RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
	RL.12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
QUARTER 2					
Unit 4: (15 days)					
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**	
Antigone by Sophocles; Play Xtigone by Kelley;Chaucer and The Canterbury Tales	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Script of play "Antigone;" s	Personificaiton, figurative language	
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			

	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
	W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	W.12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			
	W.12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
Unit 5: (15 days)					
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**	
Canterbury Tales	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Background of Chaucer; The Pardoner's Tale, The Wife of Bath's Tale	Frame Story, rhyme scheme, meter, irony	
	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
	RL.11-12.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
	W.12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	W.12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.			
	W.12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			

QUARTER 3

Unit 6: (15 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Poetry	W.12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	"My Lute, Awake!" "On Monsieur's Departure," "The Passionate Shepherd to His Love," The Nymph's Reply to the Shepherd,"Sonnet 30," "Sonnet 75," Sonnet 29," "Sonnet 116," Sonnet 130," "Sonnet 169," Sonnet 292"	Sonnet, rhyme scheme, syntax, paraphrase, pastoral, Elizabethan Sonnet, Italian Sonnet, Petrarchan Sonnet, English Sonnet, Spenserian Sonnet,
	W.12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
	W.12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
	RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		
	RL.12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		
	SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
	SL.12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		

Unit : (days)

Unit Focus	Standards		Resources	Unit Vocabulary

Unit : (days)

Unit Focus	Standards		Resources	Unit Vocabulary

QUARTER 4

Unit 6: (30 days)

Unit Focus	Standards		Resources	Unit Vocabulary
Timeless themes in Shakespearean Dram	L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Macbeth	Vocabulary accompanies the text

	SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
	RL.12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
	RL.12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
Unit 7: (20 days)					
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**	
Studying themes in historical fiction.	RL.12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		Allusion, Imagery, additional reading vocab selected as needed.	
	RL.12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
	L.12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	SL.12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
			Things Fall Apart by Achebe		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	Semester 2 Begins 11	12	13	14	Winter Break 15	16
		The English Renaissance, pp. 276-282					
	17	Winter Break 18	Wyatt and Elizabeth I poet	20	21	**Unit 11 Exam**	23
	24	Marlowe and Raleigh, 289	26	27	28	1	2

March 2019	3	4 Spenserian Poetry, p. 297	6	7	Unit 12 Exam	9	
	10	Shakespearean Sonnets Begin Unit 1-12 Review	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	Units 1-12 Exam 29	30
	31	Easter/Spring Break 1	Easter/Spring Break	Easter/Spring Break	Easter/Spring Break	Easter/Spring Break 5	6
April 2019	7	Begin Macbeth	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	Good Friday	27
	28	29	30	1	2	3	4
May 2019	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
June 2019	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						

Algebra 1 Curriculum Map 2019-20

THE LEONA GROUP

QUARTER 1

Unit 1: Introduction to Algebra (10 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Introduction to Algebra - Rational & irrational numbers - Simple polynomial multiplication, addition, and subtraction - Write expressions from word problems	**A-SSE.A.1**	**Interpret expressions that represent a quantity in terms of its context.**		- Expression - Equation - Variable - Term - Coefficient - Exponent - Factor - Rational Number - Irrational Number - Commuatitive Property - Associative Property - Distributive Property - Distribute - Monomial - Binomial - Trinomial
	A-SSE.A.1a	**Interpret parts of an expression, such as terms, factors, and coefficients.**		
	A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).**		
	A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		
	N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		
	N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		
	N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.		
	N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.		

Unit 2: Linear Equations (18 days)

Note:

Unit Focus	Standards		Resources	Unit Vocabulary
- Write and solve linear equations - Justify the steps for solving equations	**A-CED.A.1**	**Create equations** ~~and inequalities~~ in one variable and use them to solve problems. Include equations arising from linear ~~and quadratic functions, and simple rational and exponential functions.~~		- Constant - Coefficient - Proportion
	A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**		
	A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**		
	A-REI.B3	**Solve linear equations** ~~and inequalities~~ in one variable, including equations with coefficients represented by letters.		

Unit 3: Functions (11 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- What is a function? - Function notation - Domain and Range - Function families - Shifting parent function graphs	**F-IF.A.1**	**Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).**	- eMathInstruction: https://emathinstruction.com/common-core-algebra-i/unit-3-functions/ -	- Function - Domain - Range - Sequence - Dependent variable - Independent variable - Relation - Minimum - Maximum - Zero / Root - Linear function - Quadratic function - Step function - Absolute value function - Exponential function - Polynomial function - Parent function
	F-IF.A.2	**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**		
	F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; ~~symmetries; end behavior; and periodicity.~~		
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		

QUARTER 2

Unit 4: Linear Functions (27 days)

Note: some items are crossed out in the HS math pacing guides. This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters

Unit Focus	Standards		Resources	Unit Vocabulary
- Arithmetic sequences - Find the slope of a line - Write linear equations (slope-intercept form, point-slope form) - Parallel and perpendicular lines	**A-CED.A.2**	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		- Slope - Rate of Change - y-intercept - Slope-intercept form - Point-slope form - Solution - Arithmetic sequence - Recursive formula - Explicit formula - Parallel lines - Perpendicular lines
	F-IF.A.3	**Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.**		
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; ~~intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.~~		
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		
	F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7a	Graph linear ~~and quadratic~~ functions and show intercepts, ~~maxima, and minima.~~		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.A1	Write a function that describes a relationship between two quantities.		
	F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.		
	F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.		
	F-LE.A1.a	**Prove that linear functions grow by equal differences over equal intervals,** ~~and that exponential functions grow by equal factors over equal intervals.~~		
	F-LE.A1.b	**Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.**		
	F-LE.A2	**Construct linear** ~~and exponential~~ functions, including arithmetic ~~and geometric~~ sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		
	F-LE.B5	**Interpret the parameters in a linear** ~~or exponential~~ function in terms of a context.		
	A-SSE.A.1	**Interpret expressions that represent a quantity in terms of its context.**		
	A-SSE.B.3	**Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**		
	S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**		

Unit 5: Linear Inequalities (7 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Solve linear inequalities - Graph linear inequalities	**A-CED.A.1**	**Create** ~~equations and~~ inequalities in one variable and use them to solve problems. Include equations arising from linear ~~and quadratic functions, and simple rational and exponential~~ functions.		- Inequality - Less than - Less than or equal to - Greater than
	A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities;** ~~graph equations on coordinate axes with labels and scales.~~		

	A-CED.A.3	**Represent constraints by equations or inequalities,** ~~and by systems of equations and/or inequalities,~~ and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.		- Greater than or equal to - Half-plane
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**		
	A-REI.B3	**Solve linear** ~~equations and~~ inequalities in one variable, including equations with coefficients represented by letters.		
	A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality),** ~~and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.~~		

QUARTER 3

Unit 6: Systems of Linear Equations & Inequalities (11 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Solve systems of linear equations - Graphing - Substitution - Elimination - Solve systems of linear inequalities	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		- System of Equations - Substitution - Elimination - System of Inequalities
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**		
	A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear**~~, polynomial, rational, absolute value, exponential, and logarithmic functions.★~~		
	A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**		

Unit 7: Exponential (16 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Graph exponential functions - Solve problems involving exponential growth and decay - regonize and use geometric sequences	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		- Exponential growth - Exponential decay - Geometric Sequence - Exponent - Base
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7e	Graph exponential functions		
	F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.		

	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
	F-LE.A1	**Distinguish between situations that can be modeled with linear functions and with exponential functions.**		
	F-LE.A1.a	**Prove** ~~that linear functions grow by equal differences over equal intervals, and~~ that exponential functions grow by equal factors over equal intervals.		
	F-LE.A1.c	**Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.**		
	F-LE.A2	Construct ~~linear and~~ exponential functions, including ~~arithmetic and~~ geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		
	F-LE.A3	**Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.**		
	F-LE.B5	**Interpret the parameters in a** ~~**linear or**~~ exponential function in terms of a context.		
	A-SSE.B.3	**Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		
	A-SSE.B.3c	**Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.**		
	A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**		
	N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5		
	N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		
Unit 8: Polynomials (12 days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
- Find products and quotients of monomials - Find the degree of a polynomial - Add, subtract, multiply polynomials	A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		- Monomial - Binomial - Polynomial - Distributive Property - Factor - Difference of Squares
	A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		
	A-SSE.A.1	**Interpret expressions that represent a quantity in terms of its context.**		
	A-SSE.A.1a	**Interpret parts of an expression, such as terms, factors, and coefficients.**		
	A-SSE.A.1b	**Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.**		
	A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).**		
	N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5		
	N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		

QUARTER 4

Unit 9: Quadratics (19 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Graph quadratic equations - Solve quadratics using graphing, completing the square, factoring, and quadratic formula	A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.		- Quadratic - Completing the square - Parabola - Roots - Factoring - Quadratic formula - Difference of squares
	F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; ~~symmetries; end behavior; and periodicity.~~		
	F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7a	Graph ~~linear and~~ quadratic functions and show intercepts, maxima, and minima.		
	F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros~~, extreme values, and symmetry of the graph, and interpret these in terms of a context.~~		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.		
	A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).**		
	A-SSE.B.3	**Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**		
	A-SSE.B.3a	**Factor a quadratic expression to reveal the zeros of the function it defines.**		
	A-SSE.B.3b	**Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.**		
	A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**		
	A-REI.B4	**Solve quadratic equations in one variable.**		
	A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**		
	A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.** ~~Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.~~		
	A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**		

Unit 10: Statistics (10 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Plot data in various forms - Analyze data sets - Find the line of best fit	S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).		- median - mean - interquartile range - standard deviation - outlier
	S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.		
	S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).		

	S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**		- correlation - causation - dot plot - historgram - box plot - two-way frequency table - scatter plot - line of best fit
	S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**		
	S-ID.B.6a	**Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.**		
	S-ID.B.6b	**Informally assess the fit of a model function by plotting and analyzing residuals.**		
	S-ID.B.6c	**Fit a linear function for scatter plots that suggest a linear association.**		
	S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**		
	S-ID.C.8	**Compute (using technology) and interpret the correlation coefficient of a linear fit.**		
	S-ID.C.9	**Distinguish between correlation and causation.**		
	Notes:			
		**** Some items are crossed out in the HS math pacing guides. This is in part due to the fact that Alg I & II share the same standards and some parts of the standards only apply to particular courses or quarters***		
		**** Red items indicate power standards***		

Daily Unit Objectives

Unit 1: Introduction to Algebra (10 days)		
Day	**Standard Code**	**Objective**
Day 1	N-RN.B3	Prove properties of rational and irrational numbers with examples and counter-examples
Day 2	**A-SSE.A.2**	Use commutative and associative properties with real numbers
Day 3	**A-SSE.A.2**	Use the distributive property with real numbers
Day 4		*Review properites of real numbers and & mid-unit quiz*
Day 5	**A-SSE.A.1a** A-APR.A1	Identify parts of an expression (variable, constant, term, factor, coefficient) and add and subtract polynomials by combining like terms.
Day 6	**A-SSE.A.2**	Distribute a monomial to a binomial or trinomial
Day 7	**A-SSE.A.1**	Interpret parts of an expression written from a word problem
Day 8	**A-SSE.A.1**	Write an expression from a word problem and interpret each part of the expression
Day 9		*Review real numbers, polynomial expressions & their properities*
Day 10		*Demonstrate knowledge of real numbers, polynomial expressions, and their properties. (Test)*

Unit 2: Linear Equations (18 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one-step equations
Day 2	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve two-step equations
Day 3	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve two-step equations
Day 4	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one and two-step equations with multiple variables
Day 5	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one and two-step equations with multiple variables
Day 6		*Review modeling and solving one and two-step equations & mid-unit quiz #1*
Day 7	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations
Day 8	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations
Day 9	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve proportion problems
Day 10	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations with multiple variables
Day 11	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations with multiple variables
Day 12	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve proportion problems with multiple variables
Day 13		*Review modeling and solving proportions and multi-step equations with multiple variables & mid-unit quiz #2*
Day 14	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 15	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 16	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 17		*Review solving linear equations*
Day 18		*Demonstrate knowledge of solving linear equations. (Test)*

Unit 3: Functions (11 days)		
Day	**Standard Code**	**Objective**

Day 1	**F-IF.A.1** **F-IF.A.2** F-IF.B.5	Identify the independent and dependent variables, domain, and range of a function dervied from a contextual situation
Day 2	**F-IF.A.1** **F-IF.A.2** F-IF.B.5	Identify the independent and dependent variables, domain, and range of a function from a graph and/or table
Day 3	**F-IF.A.1** **F-IF.A.2**	Determine if a model is a function or a relation from a given graph, table, or list of points.
Day 4	**F-IF.A.1** **F-IF.A.2**	Determine if a model is a function or a relation from a given graph, table, or list of points.
Day 5		*Review functions, domain and range & mid-unit quiz*
Day 6	F-IF.B.4	Determine key features of graphs of functions (linear, step, absolute value, exponential, quadratic and polynomial)
Day 7	F-IF.B.4	Determine the function family of a given graph (linear, step, absolute value, exponential, quadratic and polynomial)
Day 8	F-BF.B3	Determine the function family of a given graph (linear, step, absolute value, exponential, quadratic and polynomial)
Day 9	F-BF.B3	Analyze how parent functions shift when replacing f(x) with f(x)+k or f(x+k); determine the value of k when given the graph
Day 10		*Review functions & function families*
Day 11		*Demonstrate knowledge of functions & function families (Test)*

Unit 4: Linear Functions (27 days)		
Day	**Standard Code**	**Objective**
Day 1	**F-IF.A.3,** F-BF.A1, F-BF.A1.a, F-BF.A2	Create a recursive formula to model a visual or numerical pattern (arithmetic sequences)
Day 2	**F-IF.A.3,** F-BF.A1, F-BF.A1.a, F-BF.A2	Create an explicit formula to model a numerical patten (arithmetic sequences)
Day 3		*Review arithmetic sequences & mid-unit quiz #1*
Day 4	F-IF.B.6	Determine the rate of change of linear function using the slope
Day 5	F-IF.B.6	Determine the rate of change of linear function using the slope
Day 6	F-IF.C.7, F-IF.C.7a, F-IF.B.4	Graph a linear function from slope-intercept form
Day 7	F-IF.C.7, F-IF.C.7a, **A-SSE.B.3**	Re-write equations in slope-intercept form and graph them
Day 8	F-IF.C.7	Graph a linear function from point-slope form
Day 9	F-IF.C.7, **A-SSE.B.3**	Graph linear functions when given in any form
Day 10		*Review graphing linear functions & mid-unit quiz #2*
Day 11	F-IF.B.4, **F-LE.A2**	Write and graph a linear function from table
Day 12	F-BF.A1, ,**F-LE.A2**	Write and graph a linear function from table
Day 13	F-IF.B.5, F-BF.A1, **F-LE.A1.b, F-LE.B5**	Write and graph a linear function from a context
Day 14	F-IF.B.5, F-BF.A1, **F-LE.A1.b, F-LE.B5**	Write and graph a linear function from a context
Day 15	F-IF.C.9	Compare linear functions written as equations, graphs, tables, or contextually
Day 16	**S-ID.C.7**	Interpret slope (rate of change) and y-intercept from a context
Day 17		*Review graphing linear functions from tables and contexts & mid-unit quiz #3*
Day 18	**G-GPE.B.5**	Find and graph parallel lines
Day 19	**G-GPE.B.5**	Find and graph parallel lines
Day 20	**G-GPE.B.5**	Find and graph perpendicular lines
Day 21	**G-GPE.B.5**	Find and graph perpendicular lines
Day 22		*Review parallell & perpendicular lines & mid-unit quiz #4*
Day 23		*Project*

Day 24		*Project*
Day 25		*Project*
Day 26		*Review linear functions*
Day 27		*Demonstrate knowledge of linear functions (Test)*
Unit 5: Linear Inequalities (7 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-REI.D12**	Graph linear inequalities
Day 2	**A-REI.D12**	Graph linear inequalities
Day 3	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 4	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 5	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 6		*Review linear inequalities*
Day 7		*Demonstrate knowledge of linear inequalities*
Unit 6: Systems of Linear Equations & Inequalities (11 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-REI.C6**	Solve a system of equations of by graphing
Day 2	**A-REI.C6** **A-REI.D11**	Solve a system of equations of by graphing
Day 3	**A-REI.D12**	Solve a system of inequalities by graphing
Day 4	**A-REI.D12**	Solve a system of inequalities by graphing
Day 5		*Review solving systems by graphing & mid-unit quiz*
Day 6	**A-REI.C6**	Solve a system of equations by substitution
Day 7	**A-REI.C6**	Solve a system of equations by substitution
Day 8	**A-REI.C6**	Solve a system of equations by elimination
Day 9	**A-REI.C5**	Solve a system of equations by elimination
Day 10		*Review solving systems of equations*
Day 11		*Demonstrate knowledge of systems of equations (Test)*
Unit 7: Exponential (16 days)		
Day	**Standard Code**	**Objective**
Day 1	F-IF.C.8b	Simplify exponential expressions using exponent rules
Day 2	**F-LE.A2**	Create a recursive formula to model a visual or numerical pattern (geometric sequences)
Day 3	**F-LE.A2**	Create an explicit formula to model a numerical patten (geometric sequences)
Day 4		*Review geometric sequence & mid-unit quiz #1*
Day 5	F-IF.C.7e	Identify the parts of an exponential graph
Day 6	F-BF.B3	Determine how an exponential graph changes when the parent function is altered
Day 7	F-IF.C.7e	Graph exponential functions
Day 8	F-IF.C.7e	Graph exponential functions
Day 9	F-IF.C.8b, **F-LE.A1.c, F-LE.A2**	Write, graph, and solve exponential growth problems
Day 10	F-IF.C.8b, **F-LE.A1.c, F-LE.A2**	Write, graph, and solve exponential decay problems
Day 11	**F-LE.A1.a, F-LE.A1.c, F-LE.A2, F-LE.B5**	Write, graph, and solve exponential growth and decay problems
Day 12		*Review graphing & solving exponential functions & mid-unit quiz #2*
Day 13	**F-LE.A1**	Model and solve problems with linear or exponential functions as appropriate

Day 14	**F-LE.A1**	Model and solve problems with linear or exponential functions as appropriate
Day 15		*Review exponential functions*
Day 16		*Demonstrate knowledge of exponential functions (Test)*

Unit 8: Polynomials (12 days)		
Day	**Standard Code**	**Objective**
Day 1	N-RN.A1, N-RN.A2	Simplify monomial expressions using exponent rules
Day 2	N-RN.A1, N-RN.A2	Simplify monomial expressions with radical and rational exponents
Day 3	N-RN.A1, N-RN.A2	Simplify monomial expressions with radical and rational exponents
Day 4	**A-SSE.A.1a**	Identify parts of a polynomial (degree, coefficient, constant, and terms)
Day 5		*Review simplifying monomial expressions and parts of polynomials & mid-unit quiz*
Day 6	A-APR.A1	Add and subtract polynomials
Day 7	A-APR.A1	Multiply binomials by binomials
Day 8	A-APR.C5	Apply the Binomial Theorem
Day 9	A-APR.A1	Multiply binomials by polynomials
Day 10	A-APR.A1	Multiply polynomials by polynomials
Day 11		*Review polynomials*
Day 12		*Demonstrate knowledge of polynomials (Test)*

Unit 9: Quadratics (19 days)		
Day	**Standard Code**	**Objective**
Day 1	F-IF.C.8a, **A-SSE.B.3a**	Factor quadratic equations
Day 2	F-IF.C.8a, **A-SSE.B.3a**	Factor quadratic equations and solve for the roots
Day 3	F-IF.C.8a, **A-SSE.B.3a**	Factor perfect square trinomials and solve for roots
Day 4	F-IF.C.8a, **A-SSE.A.2**	Factor the difference of squares quadratic equations and solve for roots
Day 5		*Review factoring quadratic equations & solving by factoring & mid-unit quiz #1*
Day 6	F-IF.C.8a	Solve quadratic equations using completing the square
Day 7	F-IF.C.8a, **A-SSE.B.3b, A-REI.B4.A**	Solve quadratic equations using completing the square
Day 8	**A-REI.B4**	Solve quadratic equations using the quadratic formula
Day 9	**A-REI.B4, A-REI.B4.A, A-REI.B4.B**	Solve quadratic equations using the quadratic formula
Day 10		*Review solving quadratic equations & mid-unit quiz #2*
Day 11	F-IF.C.7a	Graph quadratic equations
Day 12	F-IF.C.7a	Graph quadratic equations
Day 13	F-BF.B3	Determine how a quadratic graph changes when the parent function is altered
Day 14		*Review solving quadratic equations & mid-unit quiz #3*
Day 15		*Project*
Day 16		*Project*
Day 17		*Project*
Day 18		*Review quadratic functions*
Day 19		*Demonstrate knowledge of quadratic functions (Test)*

Unit 10: Statistics (10 days)		
Day	**Standard Code**	**Objective**
Day 1	S-ID.A.1	Analyze scatter plots, box plots, dot plots, and histograms. Compare & contrast the data presented in each type of display.
Day 2	S-ID.A.3	Analyze the impact of outliers on data
Day 3		*Review plotting data & mid-unit quiz #1*
Day 4	**S-ID.C.7**	Interpret the slope and y-intercept on a trend line for given data

Day 5	**S-ID.B.6a, S-ID.B.6c, S-ID.C.8**	Calculate the line of best fit for a given data set (linear). Interpret the meaning of the correlation coefficient.
Day 6	**S-ID.B.6a**	Calculate the line of best fit for a given data set (exponential).
Day 7	**S-ID.B.6b**	Use the calculated residuals to determine if the line of best fit for a given data set is linear or exponential and find that line of best fit
Day 8	**S-ID.C.9**	Distinguish between correlation and causation
Day 9		*Review plotting data & lines of best fit*
Day 10		*Demonstrate knowledge about plotting data and lines of best fit (Test)*

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Algebra 2 Curriculum Map 2019-20

THE LEONA GROUP

QUARTER 1

Unit 1: Linear Equations (10 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
- Graph linear equations - Solve linear equations - Interpret the slope and y-intercept of a linear equation derived from a context	A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear** ~~and quadratic~~ functions,~~ and simple rational and exponential functions.~~ ****		- Slope - Rate of Change - y-intercept - Slope-intercept form - Point-slope form - Solution
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7a	Graph linear and quadratic functions and show intercepts,~~ maxima, and minima~~.****		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		
	A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		
	A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.		
	A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		

Unit 2: Building Skills (Factoring, simplifying radicals, and complex numbers) (9 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
- Factor trinomials - Simplify radical expressions - Introduce complex numbers	F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.		- Trinomial - Factor - Radical - Complex numbers
	A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****		
	N-CN.A1	Know there is a complex number i such that i2 = –1, and every complex number has the form a + bi with a and b real.		
	N-CN.A2	Use the relation i2 = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers		
	N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).		

Unit 3: Quadratic Equations (20 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
- Factor quadratic trinomials - Solve quadratic equations (factoring, completing the square, quadratic formula, and graphing) - Graph parabolas	A-CED.A.1	**Create equations** ~~and inequalities~~ in one variable and use them to solve problems. Include equations arising from ~~linear and~~ quadratic functions,~~ and simple rational and exponential functions.~~ ****		- Parabola - Root - Quadratic - Trinomial - Factor - Maximum - Minimum - Vertex - Complete the square - Quadratic Formula - Difference of Squares - Imaginary Number - Complex Number
	A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		
	A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**		
	F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**		

	F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**		- Fundamental Theorem of Algebra - Standard Form - Vertex Form - Intercept Form
	F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7a	Graph ~~linear and~~ quadratic functions and show intercepts, maxima, and minima.****		
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		
	F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**		
	A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).****		
	A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****		
	A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****		
	A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.		
	A-REI.B4	Solve quadratic equations in one variable.****		
	A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q tha t has the same solutions. Derive the quadratic formula from this form.****		
	A-REI.B4.B	Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b .		
	A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. ****		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**		
	N-CN.A1	Know there is a complex number i such that i2 = –1, and every complex number has the form a + bi with a and b real.		
	N-CN.A2	Use the relation i2 = –1 and the commutative, associative, and distributive properties to add, subtract, ~~and multiply~~ complex numbers		
	N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.		
	N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		

QUARTER 2

Unit 4: Polynomial Equations (15 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary:

- Add, subtract, multiply, and divide polynomials - Factor polynomials - Solve polynomial equations using the zero product property - Graph polynomial functions - Tranform graphs of polynomial functions - Determine key features of polynomial graphs	**A-CED.A.2**	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		- Monomial - Binomial - Trinomial - Polynomial - End Behavior - Factor - Binomial Theorem - Expand - Pascal's Triangle - Zero Product Property - Term - Coefficient - Constant - Degree
	A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**		
	F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**		
	F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**		
	F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**		
	A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).******		
	A-APR.1	**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**		
	A-APR.B2	**Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).**		
	A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**		
	A-APR.C4	**Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.**		
	A-APR.C5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**		
	A-APR.D6	**Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.**		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**		

	N-CN.A1	Know there is a complex number i such that i2 = –1, and every complex number has the form a + bi with a and b real.		
	N-CN.A2	Use the relation i2 = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers		
	N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).		
	N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		
Unit 5: Rational Functions (13 days)				*Note:*
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Inverse variation - Graph rational functions - Add, subtract, multiply and divide rational expressions - Divide complex numbers - Solve rational equations - Find inverse relations	**A-CED.A.2**	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		- Inverse Variation - Rational Equation - Rational Expression - Asymptote - Point of Discontinuity - End Behavior - Inverse
	A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**		
	F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**		
	F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**		
	F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.		
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**		
	F-BF.B4	**Find inverse functions.**		
	F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**		
	A-APR.D7	**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.**		
	A-REI.A2	**Solve simple rational** ~~and radical~~ equations in one variable, and give examples showing how extraneous solutions may arise.****		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		

	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**		
	N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find ~~moduli and~~ quotients of complex numbers		
Unit 6: Series & Sequences (5 days)				*Note:*
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Mathematical patterns - Write formulas for sequences - Summation notation and evaluating sums	F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.		- Recursive - Explicit - Series - Sequences - Fibonacci Sequence - Finite Geometric Series
	A-SSE.B.4	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**		
QUARTER 3				
Unit 7: Radical Functions (12 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Simplify radical expressions - Multiply and divide rational expressions - Rewrite radical expressions with radical exponents - Solve radical equations - Graph radical functions - Find inverse functions	**A-CED.A.2**	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		- Radical Equation - Radical Expression - Rartional Exponents
	A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**		
	A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**		
	F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**		
	F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**		
	F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7b	Graph square root, cube root, ~~and piecewise-defined functions, including step functions and absolute value functions.~~		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**		
	F-BF.B4	**Find inverse functions.**		

	F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**		
	A-REI.A2	**Solve simple** ~~rational~~ and radical equations in one variable, and give examples showing how extraneous solutions may arise.****		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**		
	N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5		
	N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		
	N-RN.3	Explain why the sum or product of two rational numbers is rational; tha t the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		

Unit 8: Exponential & Logarithmic Equations (16 days) *Note:*

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
- Exponential growth & decay - Graph exponential functions - Use logarithms as the inverse of exponential functions - Solve exponential and logarithmic equations - Model with exponential and logarithmic functions	**A-SSE.B.4**	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**		- Geometric Sequence - Exponential Growth - Exponential Decay - Logarithm - Natural Logarithm
	A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		
	F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**		
	F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**		
	F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**		
	F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		
	F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude.~~		
	F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		
	F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.		
	F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		
	F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**		

	F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**		
	F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.		
	F-LE.B5	Interpret the parameters in a ~~linear or~~ exponential function in terms of a context.		
	A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****		
	A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		
	A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**		

QUARTER 4

Unit 9: Probability (19 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
- Permutations and combinations - Independent and dependent events - Conditional probability - Random variables & probability distributions - Expected value	S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).		- Probability - Sample Space - Outcomes - Union - Intersection - Complement - Independent Events - Conditional Probability - Two-way frequency table - Addition Rule - Multiplication Rule - Probability Distribution - Expected Value - Permutation - Combination - Random Variable - Fair Decision - Random Sample
	S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.		
	S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.		
	S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.		
	S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.		
	S-CP.B.6	Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.		
	S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.		
	S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.		
	S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.		
	S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.		
	S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.		
	S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.		

	S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?		
	S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.		
	S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.		
	S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.		
	S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).		
	S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).		
Unit 10: Statistics (18 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Line of best fit - Normal distribution curve - Samples & biases - Making inferences with sample stastistics	S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.		- Survey - Experiment - Observational Study - Dot Plot - Histogram - Box Plots - Distribution - Scatter Plot - Correlation Coefficient - Correlation - Causation - Line of best fit - Function of best fit - Normalize - Sample - Random Sample - Bias
	S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?		
	S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.		
	S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.		
	S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.		
	S-IC.B6	Evaluate reports based on data.		
	S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).		
	S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.******		
	S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****		
	S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**		
	S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.		
	S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.		
	S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****		
	S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****		
	S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.****		
	S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****		
	S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.****		
	S-ID.C.9	Distinguish between correlation and causation.****		
Unit 11: Trigonometry (12 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Unit Circle	F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.		- Trigonometry

- Convert degrees into radians & vice versa - Sine, cosine & tangent on the Unit Circle - Graphs of sine, cosine, and tangent	F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.		- Sine - Cosine - Tangent - Radian - Unit Circle - Period
	F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.		
	F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.		
Unit 12: Matrices and Vectors (17 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary:**
- Matrix addition, subtraction, and multiplication - Inverse of a matrix - Determinant of a matrix - Tranformations on the plane	A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.		- Matrix - Vector - Inverse - Scalar
	A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).		
	N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.		
	N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.		
	N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions		
	N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.		
	N-VM.10	(+) Understand tha t the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.		
	N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.		
	N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.		

Daily Unit Objectives

Quarter 1

Unit 1: Linear Equations (10 days)

Day	Standard Code	Objective
Day 1	A-REI.B3	Solve linear equations in one variable
Day 2	F-IF.C.7, F-IF.C.7a	Graph linear functions
Day 3	F-IF.C.7a, A-REI.D10	Graph linear functions
Day 4	F-IF.C.9	Compare and contrast linear functions represented as tables, graphs, and equations.
Day 5		*Review linear equations & mid-unit quiz*
Day 6	A-REI.B3	Solve linear equations for a given variable (with multiple variables present)
Day 7	**A-CED.A.1**	Create equations from a context and use them to solve problems
Day 8	**A-CED.A.1**	Create equations from a context and use them to solve problems
Day 9		*Review linear equations*
Day 10		*Demonstrate knowledge of linear equations (Test)*

Unit 2: Building Skills (Factoring, simplifying radicals, and complex numbers) (9 days)

Day 1	F-IF.C.8a, A-SSE.B.3a	Factor quadratic expressions
Day 2	F-IF.C.8a, A-SSE.B.3a	Factor quadratic expressions
Day 3	**A-REI.A2**	Simplify radical expressions
Day 4	**A-REI.A2**	Simplify radical expressions
Day 5	N-CN.A1, N-CN.A2	Identify and add / subtract imaginary and complex numbers
Day 6	N-CN.A2	Multiply complex numbers
Day 7	N-CN.C8	Factor polynomials to reveal complex roots
Day 8		*Review factoring and complex numbers*
Day 9		*Demonstrate knowledge of factoring and complex numbers (Test)*

Unit 3: Quadratic Equations (20 days)

Day	Standard Code	Objective
Day 1	F-IF.C.7a	Graph quadratic equations
Day 2	F-IF.C.7a, **F-IF.B.4**	Graph quadratic equations and solve quadratic equations by graphing
Day 3	A-SSE.B.3a	Solve quadratic equations by factoring
Day 4	**A-SSE.A.2**	Solve quadratic equations by factoring special cases (perfect squares, difference of squares)
Day 5	F-IF.C.8a, A-SSE.B.3b, A-REI.B4.A	Solve quadratic equations by completing the square
Day 6	F-IF.C.8a, A-SSE.B.3b, A-REI.B4.A	Solve quadratic equations by completing the square (including complex solutions)
Day 7	A-REI.B4, A-REI.B4.A, A-REI.B4.B	Solve quadratic equations by using the quadratic formula (including complex solutions)
Day 8	N-CN.C9	Show that the Fundamental Theorem of Algebra is true for quadratic equations
Day 9		*Review solving quadratic equations & mid-unit quiz #1*
Day 10	F-IF.C.8	Rewrite quadratic equations in standard form, vertex form, and intercept form
Day 11	F-IF.C.8, F-IF.C.8a	Rewrite quadratic equations in standard form, vertex form, and intercept form
Day 12	F-IF.C.9, A-SSE.B.3	Compare and contrast quadratic functions presented as graphs, tables, and equations (standard form, vertex form, and intercept form)
Day 13		*Review graphing and solving quadratic equations & mid-unit quiz #2*
Day 14	F-BF.B3	Determine how a quadratic graph changes when the parent function is altered

Day 15	**F-BF.B3**	Identify, through experimenting with technology, the effect on the graph of a parabola by replacing f(x) by f(x) + k, k*f(x), f(kx), and f(x+k) for specific values of k (both positive and negative)
Day 16	**F-BF.B3**	Write new functions symbolically based on the given translation, stretch, shrink or reflection.
Day 17	A-REI.C7	Solve systems of equations with one quadratic and one linear equation
Day 18	A-REI.C7	Solve systems of equations with one quadratic and one linear equation
Day 19		*Review quadratic functions*
Day 20		*Demonstrate knowledge of quadratic functions (Test)*
Quarter 2		
Unit 4: Polynomial Equations (15 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-APR.1**	Define parts of polynomials; add and subtract polynomials
Day 2	**A-APR.1**	Multiply polynomials
Day 3	**A-APR.C4**	Multiply polynomials and prove polynomial identities
Day 4	**A-APR.C5**	Use the Binomial Theorem to rasie binomials to the nth power
Day 5	**A-APR.D6**	Factor higher degree polynomials
Day 6	**A-APR.B2**	Factor higher degree polynomials
Day 7	**A-APR.D6**	Divide polynomials
Day 8	**A-APR.B2**	Divide polynomials
Day 9		*Review polynomial operations and mid-unit quiz #1*
Day 10	F-IF.C.7c, **A-APR.B3**	Use end behavior and roots to sketch the graphs of polynomials
Day 11	**F-IF.B.4**	Interpret key features of polynomial functions (odd / even, local maxima and minima) from graphs, tables, and functions
Day 12	**F-BF.B3**	Identify the effect on the graph of a polynomial function by replacing f(x) by f(x) + k, k*f(x), f(kx), and f(x+k) for specific values of k (both positive and negative)
Day 13	F-IF.C.7c	Use technology to graph polynomial functions and interpret key parts of the graph
Day 14		*Review polynomial functions*
Day 15		*Demonstrate knowledge about polynomial functions (Test)*
Unit 5: Rational Functions (13 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-CED.A.2**	Write and solve equations modeled by inverse variation
Day 2	F-IF.C.7d, **F-BF.B3**	Graph rational functions, including tranformations to the parent function, and identify asymptotes, points of discontinuity, and end behavior
Day 3	F-IF.C.7d, **F-BF.B3**	Graph rational functions, including tranformations to the parent function, and identify asymptotes, points of discontinuity, and end behavior
Day 4	F-IF.C.8	Simplify rational expressions
Day 5	**A-APR.D7**	Multiply and divide rational expressions
Day 6	N-CN.A3	Divide complex numbers
Day 7	**A-APR.D7**	Add and subtract rational expressions
Day 8		*Review rational functions and mid-unit quiz #1*
Day 9	**A-REI.A2**	Solve rational equations
Day 10	**A-REI.A2**	Solve rational equations
Day 11	**F-BF.B4, F-BF.B4.a**	Find inverse relations and determine if they are functions
Day 12		*Review rational functions*
Day 13		*Demonstrate knowledge about rational functions (Test)*
Unit 6: Series & Sequences (5 days)		
Day	**Standard Code**	**Objective**
Day 1	F-IF.A.3	Extend mathematical patterns

Day 2	F-IF.A.3	Write implicit and explicit formulas for arithmetic and geometric sequences
Day 3	**A-SSE.B.4**	Use summation notation to write arithmetic series and evaluate the sum
Day 4	**A-SSE.B.4**	Use summation notation to write geometric series, determine if the series converges or diverges, and evaluate the sum if possible
Day 5		*Review series & sequences*
Day 6		*Demonstrate knowledge of series & sequences (Test)*
Quarter 3		
Unit 7: Radical Functions (12 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-REI.A2**	Multiply and divide radical expressions
Day 2	N-RN.1, N-RN.2	Rewrite radical expressions with rational exponents (and vice versa)
Day 3	N-RN.1, N-RN.2	Rewrite radical expressions with rational exponents (and vice versa)
Day 4	**A-REI.A2**	Solve radical equations
Day 5	**A-REI.A2**	Solve radical equations
Day 6		*Review radical equations and mid-unit quiz #1*
Day 7	**F-IF.B.5,** F-IF.C.7b	Graph radical functions and identify their domain and range
Day 8	**F-BF.B3**	Graph radical functions including transformations to the parent function
Day 9	**F-BF.B4, F-BF.B4.a**	Find inverse relations and determine if they are functions
Day 10	**F-BF.B4, F-BF.B4.a**	Graph radical functions and their inverses. Describe the domain and range of each
Day 11		*Review radical equations and inverses*
Day 12		*Demonstrate knowledge of radical equations and inverses (Test)*
Unit 8: Exponential & Logarithmic Equations (16 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-SSE.B.4**	Write geometric sequences as a formula
Day 2	F-IF.C.8b, F-LE.B5	Write equations that model exponential growth and decay
Day 3	**F-IF.B.5,** F-IF.C.7e	Graph exponential functions
Day 4	**F-BF.B3**	Identify the effect on the graph of an exponential function by replacing f(x) by f(x) + k, k*f(x), f(kx), and f(x+k) for specific values of k (both positive and negative)
Day 5		*Review exponential functions and mid-unit quiz #1*
Day 6	F-LE.A4	Identify logarithmic functions as the inverse of exponential functions and rearrange basic logarithmic equations
Day 7	F-IF.C.7e, F-BF.B3	Graph logarithmic functions including variations on the parent function
Day 8	F-LE.A4	Simplify logarithmic expressions using properties of logarithms
Day 9	F-LE.A4	Solve exponential equations using logarithms
Day 10	F-LE.A4	Solve logarithmic equations
Day 11	F-LE.A4	Use natural logarithms to solve exponential equations
Day 12		*Review logarithmic functions and mid-unit quiz #2*
Day 13	**F-IF.B.4, F-IF.B.5**	Model with exponential and logarithmic functions
Day 14	**F-IF.B.4, F-IF.B.5**	Model with exponential and logarithmic functions
Day 15		*Review exponential and logarithmic functions*
Day 16		*Demonstrate knowledge of exponential and logarithmic functions (Test)*
Quarter 4		
Unit 9: Probability (19 days)		
Day	**Standard Code**	**Objective**
Day 1	S-CP.A.1	Describe sets and sample spaces using words and diagrams (including unions, intersections, and complements). Calculate basic probabilities.
Day 2	S-CP.A.1	Describe sets and sample spaces using words and diagrams (including unions, intersections, and complements). Calculate basic probabilities.

Day 3	S-CP.A.2, S-CP.B.7	Determine if multiple events are independent or dependent and calculate their probabilities using the addition rule
Day 4	S-CP.A.2, S-CP.A.5, S-CP.B.7	Determine if multiple events are independent or dependent and calculate their probabilities using the addition rule
Day 5	S-CP.B.9	Use permutations and combinations to calculate probabilities
Day 6		*Review probability and mid-unit quiz #1*
Day 7	S-CP.A.2, S-CP.B.7	Determine if multiple events are independent or dependent and calculate their probabilities using the addition rule
Day 8	S-CP.A.2, S-CP.A.5, S-CP.B.7	Determine if multiple events are independent or dependent and calculate their probabilities using the addition rule
Day 9	S-CP.A.3 S-CP.A.4, S-CP.B.6	Calculate conditional probabilities (including using two-way frequency tables)
Day 10	S-CP.A.3, S-CP.A.4, S-CP.A.5, S-CP.B.6	Calculate conditional probabilities (including using two-way frequency tables)
Day 11	S-CP.A.3, S-CP.B.8	Determine if events are independent or dependent using conditional probability
Day 12		*Review probability and mid-unit quiz #2*
Day 13	S-MD.A.1	Define a random varaible and graph probability distributions
Day 14	S-MD.A.2	Calculate the expected value of a random variable
Day 15	S-MD.A.3, S-MD.A.4	Develop probability distributions for theoretical and empirical probabilities
Day 16	S-MD.B.5, S-MD.B.5a, S-MD.B.5b	Find expected value
Day 17	S-MD.B.6, S-MD.B.7	Use expected value to make and analyze decisions and strategies
Day 18		*Review probability*
Day 19		*Demonstrate knowledge of probability (Test)*
Unit 10: Statistics (18 days)		
Day	**Standard Code**	**Objective**
Day 1	S-ID.B.6c, S-ID.C.7, S-ID.C.8, S-ID.C.9	Find the line of best fit for a given set of data (with and without technology). Use the correlation coeffiicent to determine how good the line fits.
Day 2	S-ID.B.6c, S-ID.C.7, S-ID.C.8	Find the line of best fit for a given set of data (with and without technology). Use the correlation coeffiicent to determine how good the line fits.
Day 3	S-ID.B.6a, S-ID.B.6b	Find the function of best fit (using technology) and determine how good the fit is using correlation, residuals, and regression analysis.
Day 4	S-ID.B.6a, S-ID.B.6b	Find the function of best fit (using technology) and determine how good the fit is using correlation, residuals, and regression analysis.
Day 5	**S-ID.A.2,** S-ID.A.3	Draw and use the standard normal curve to analyze data and draw conclusions using Z-Scores
Day 6	S-ID.A.1, S-ID.A.3	Interpret differences in shape, center, and spread of data sets represented in multiple ways
Day 7	**S-ID.A.4**	Determine if normalizing a set of data is appropriate and do so if appropriate
Day 8		*Review statistics and mid-unit quiz #1*
Day 9	S-IC.A1, S-IC.B3	Understand samples, random samples, and biases that may occur
Day 10	S-ID.B.5	Represent data from studies in two-way frequency tables, make calculations to interpret the data
Day 11	S-IC.B3, S-ID.C.9, S-IC.B5	Make inferences with sample statistics
Day 12	S-IC.B4, S-IC.B5	Make inferences with sample statistics (including confidence intervals and margins of error)
Day 13	S-IC.A2	statistics
Day 14		*Review statistics and mid-unit quiz #2*
Day 15	S-IC.B6	Evaluate reports based on data

Day 16	S-IC.B6	Evaluate reports based on data
Day 17		*Review statistics*
Day 18		*Demonstrate knowledge of statistics (Test)*
Unit 11: Trigonometry (12 days)		
Day	**Standard Code**	**Objective**
Day 1	F-TF.A1	Derive the unit circle
Day 2	F-TF.A1	Use the unit circle to convert degree measures into radians
Day 3	F-TF.A2	Relate the sine function to the unit circle and graph the sine function
Day 4	F-TF.A2	Relate the cosine function to the unit circle and graph the cosine function
Day 5	F-TF.A2	Relate the tangent function to the unit circle and graph the tangent function
Day 6	F-TF.A2	Use the unit circle to calculate the sine, cosine, or tangent of given measures (including those beyond 2pi / 360 degrees)
Day 7		*Review trig & mid-unit quiz*
Day 8	F-TF.B5	Translate the sine and cosine functions to model periodic phenomena with specific amplitude, frequency, and midline
Day 9	F-TF.C8	Use the Pythagorean Identity to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle
Day 10	F-TF.C8	Prove the Pythagorean Identity
Day 11		*Review trig*
Day 12		*Demonstrate knowledge of trigonometry (Test)*
Unit 12: Matrices and Vectors (17 days)		
Day	**Standard Code**	**Objective**
Day 1	N-VM.8, N-VM.10	Add and subtract matrices (including the zero matrix)
Day 2	N-VM.7	Multiply matrices by a scalar
Day 3	N-VM.11	Multiply matricies by a vector
Day 4	N-VM.8, N-VM.10	Multiply matricies by matricies (including the identity matrix)
Day 5	N-VM.8, N-VM.9	Multiply matricies by matricies
Day 6		*Review matrices & mid-unit quiz*
Day 7	A-REI.C9	Find the inverse of a matrix
Day 8	A-REI.C8	Represent a system of linear equations as a matrix equation
Day 9	A-REI.C9	Use the inverse of a matrix to solve a system of linear equations
Day 10	N-VM.12	Use 2x2 matrices as transformations of the plane
Day 11	N-VM.12	Calculate the determinant of matrices
Day 12	N-VM.10	Find the multiplicative inverse of matrices
Day 13	N-VM.12	Interpret the determinant of a 2x2 matrix as an area
Day 14	N-VM.6	Use matrices to represent and manipulate data
Day 15	N-VM.6	Use matrices to represent and manipulate data
Day 16		*Review matrices*
Day 17		*Demonstrate knowledge of matrices (Test)*

	Sunday	Monday	Tuesday
August 2018			
	5	6	7
	12	13	14
	19	20	21
	26	27	28
September 2018	2	3 Labor Day	4
	9	10	11
	16	17	18
	23	24	25
	30	1	2
October 2018	7	8 Columbus Day	9
	14	15	16
	21	22	23
	28	29	30
November 2018	4 Daylight Savings Ends	5	6
	11 Veterans' Day	12	13
	18	19	20
	25	26	27
December 2018	2	3	4
	9	10	11
	16	17	18
	23	24	25

		Christmas Eve	Christmas Day
January 2019	30	31 New Year's Eve	1 New Year's Day
	6	7	8
	13	14	15
	20	21 MLK Jr. Day	22
	27	28	29
February 2019	3	4	5
	10	11	12
	17	18	19
	24	25	26
March 2019	3	4	5
	10	11	12
	17	18	19
	24	25	26
	31	1	2
April 2019	7	8	9
	14	15	16
	21	22	23
	28	29	30
May 2019	5	6	7
	12	13	14
	19	20	21
	26	27	28
	2	3	4

June 2019			
	9	10	11
	16	17	18
	23	24	25
	30		

Wednesday	Thursday	Friday	Saturday
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	1
5	6	7	8
12	13	14	15
19	20	21	22
26	27	28	29
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
31 Halloween	1	2	3
7	8	9	10
14	15	16	17
21	22 Thanksgiving Day	23	24
28	29	30	1
5	6	7	8
12	13	14	15
19	20	21 Winter Solstice	22
26	27	28	29

2	3	4	5
9	10	11	12
16	17	18	19
23	24	25	26
30	31	1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	1	2
6	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	1
5	6	7	8

12	13	14	15
19	20	21	22
26	27	28	29

Biology Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1 Focus: DNA, RNA, and Protein (3 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
DNA is the genetic material that contains a code for proteins. DNA replicates by making a strand that is complementary to its original strand. DNA codes for RNA, which gudies protein synthesis. Gene expression is regulated by the cell.	SCI.HS.LS1.1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	*Biology* (McGraw Hill) textbook, notes, notebook, labs	Double helix, nucleosome,DNA replication, DNA polymerase, okazaki fragment, RNA, messenger RNA, ribosomal RNA, transfer RNA, transcription, RNA polymerase, intron, extron, codon, translation

Unit 2 Focus: Cellular Structure and Function (2 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Cells are the structural and functional units of all living things.The plasma membrane helps to maintain a cell's homeostasis. Eukaryotic cell contain oranelles that allow the specialization and the separation of functions within the cell. Cellular transport moves	SCI.HS.LS1.2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms	Biology TB, notes, slideshows	Cell, plasma membrane, organelle, eukaryotic cell, nucleus, prokaryotic cell, cytoplasm, cytoskeleton, ribosome, nucleolus, endoplasmic reticulum, golgi apparatus, vacuole, lysosome, centriole, mitochondrion, chloroplast, cell wall,cilium, flagellum,
	SCI.HS.LS1.3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis		

Unit 3 Focus: Cellular Reproduction (3 weeks)

Unit Focus	Standards		Resources	Unit Vocabulary
Cells grow until they reach their size limit, then they either stop growing or divide. Eukaryotic cells reproduce by mitosi, the process of nuclear division, and cytokinesis,	SCI.HS.LS1.4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms	Biology TB, notes, slideshows	Cell cycle, interphase, mitosis, cytokinesis, chromosome, chromatin, Prophase, sister chromatid, centromere, spindle apparatus, metaphase, anaphase,

QUARTER 2

Unit 4: Cellular Energy (days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Photosynthesis - Cellular Respiration	SCI.HS.LS1.5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy	Biology (McGraw Hill) textbook, notes, notebook, labs	Photosynethesis, chloroplast, glucose, ATP, cellular respiration, fermentation
	SCI.HS.LS1.6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules		

	SCI.HS.LS1.7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy		
Unit 5: Cycling of Matter/Flow of Energy(days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-carbon cycle	SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions	Biology (McGraw Hill) textbook, notes, notebook, labs	biosphere, hydrosphere, geosphere, atmosphere, element, carbon, phosphorus, nitrogen
-water cycle review	SCI.HS.LS2.4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem		
-nitrogen/phosphorus cycle	SCI.HS.LS2.5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere		
QUARTER 3				
Unit 6: Genetics (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
- Review of DNA and its functions - meiosis - mutations - inherited traits	SCI.HS.LS3.1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring	Crash Course Biology	chromosomes, traits, inheritable, mutation
	SCI.HS.LS3.2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors	HHMI	
	SCI.HS.LS3.3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population	Explore Learning	
			Readworks	
			phET	
Unit 7: Natural Selection/Evolution (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
- how do populations change over time? - evidence for evolution	SCI.HS.LS4.1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence	Biology (McGraw Hill) textbook, notes, notebook, labs	natural selection, advantage, evolution, population, mutation, competition
	SCI.HS.LS4.2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment		
	SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait		
	SCI.HS.LS4.4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations		
	SCI.HS.LS4.5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species		
QUARTER 4				
Unit 8: Biodiversity and Carrying Capacity (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

- How can communities and ecosystems change over time? - population graphs - carrying capacity - human effects on the environment	**SCI.HS.LS2.1**	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**	Biology (McGraw Hill) textbook, notes, notebook, labs	carrying capacity, succession, exponential growth, population, community
	SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**		
	SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**		
	SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**		
	SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce		
	SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: Conceptual Foundations of Civic and Political Life (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-Role of citizens -purpose of government -comparing different types of government structures	C 1.1.1	**Identify roles citizens play in civic and private life, with emphasis on leadership.**		citizen, sovereignty, anarchy, monarchy democracy, communist, socialist, parliment
	C 1.1.2	**Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”**		
	C 1.1.3	**Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)**		
	C 1.1.4	**Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)**		
	C 1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.		
	C 1.2.2	Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)		
	C 1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)		
	C 1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)		

Unit 2: Origins and Foundations of Government in the U.S. (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-origins of the American constitutional government -changes in American government	C 2.1.1	**Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke’s Second Treatise, Montesquieu’s Spirit of Laws, Paine’s Common Sense.**		ratification, Constitution, equality, justice, liberty, popular sovereignty, common good
	C 2.1.2	**Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.**		

	C 2.1.3	**Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.**		
	C 2.1.4	**Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.**		
	C 2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).		
	C 2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)		
	C 2.2.3	Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)		
	C 2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2		
	C 2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See USHG 8.2.4		
Unit 3: Structure and Function of Government in the United States of America (National) (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-purpose, organization, and function of the branches of government -checks and balances of the three branches of government	**C 3.1.1**	**Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.**		legislative branch, executive branch, judicial branch, separation of powers, amendment, individual rights,
	C 3.1.2	**Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.**		
	C 3.1.3	**Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.**		
	C 3.1.4	**Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)**		
	C 3.1.5	**Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).**		
	C 3.1.6	**Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens**		

	C 3.1.7	**Explain why the federal government is one of enumerated powers while state governments are those of reserved powers**		
	C 3.2.1	**Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.**		
	C 3.2.2	**Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).**		
	C 3.2.3	**Identify specifi c provisions in the Constitution that limit the power of the federal government.**		
	C 3.2.4	**Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)**		
	C 3.2.5	**Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)**		
	C 3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4		
	C 3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)		
	C 3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).		
	C 3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).		
	C 3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.		
Unit 4: State Government and Other Political Actors (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-Function of state and local government - role of political parties/politics -the public's influence on governmental actions	C 3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).		state government, local go
	C 3.3.2	Identify and define states' reserved and concurrent powers.		
	C 3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment		
	C 3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.		
	C 3.3.5	Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).		
	C 3.3.6	Evaluate the major sources of revenue for state and local governments.		
	C 3.3.7	Explain the role of state constitutions in state governments.		

	C 3.5.1	**Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda.**		
	C 3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)		
	C 3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).		
	C 3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.		
	C 3.5.5	Evaluate the actual infl uence of public opinion on public policy.		
	C 3.5.6	Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.		
	C 3.5.7	**Explain the role of television, radio, the press, and the internet in political communication.**		
	C 3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.		
	C 3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.		

QUARTER 2

Unit 5: U.S. Role in World Affairs (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-U.S. impact on global affairs -impact of past foreign policy decisions on world affairs - different methods through which world affairs are impacted	**C 4.1.1**	**Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).**		foreign policy, diplomacy, treaties, immigration, humanitarian aid, European Union, United Nations, NATO, NAFTA
	C 4.1.2	**Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.**		
	C 4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).		
	C 4.1.4	Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3;8.1.2)		
	C 4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)		

	C 4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)		
	C 4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)		
	C 4.2.4	**Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).**		
	C 4.2.5	**Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).**		
	C 4.2.6	**Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).**		

Unit 6: Citizenship in the U.S. (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-role of the citizen in the U.S. - evolution of the rights and responsibilities of citizens	**C 5.1.1**	**Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).**		citizenship, naturalized citizen, immigrant, civic duty
	C 5.1.2	**Compare the rights of citizenship Americans have as a member of a state and the nation.**		
	C 5.2.1	**Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.**		
	C 5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.		
	C 5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).		
	C 5.3.1	**Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).**		
	C 5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).		
	C 5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).		
	C 5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.		
	C 5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.		

	C 5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.		
	C 5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.		
	C 5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.		
	C 5.3.9	Use examples to explain why rights are not unlimited and absolute.		
	C 5.4.1	**Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.**		
	C 5.4.2	Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?		
	C 5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.		
	C 5.5.1	**Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)**		
	C 5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).		
	C 5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy		
Unit 7: Citizenship in Action(days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-ways in which citizens can fulfill their civic duty -study of specific events involving citizen actions	**C 6.1.1**	**Identify and research various viewpoints on signifi cant public policy issues.**		civil disobedience, service learning, primary source, secondary source
	C 6.1.2	**Locate, analyze, and use various forms of evidence, information, and sources about a signifi cant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).**		
	C 6.1.3	**Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.**		

	C 6.1.4	**Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.**		
	C 6.1.5	**Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.**		
	C 6.2.1	**Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfi lled by working to achieve collective goals).**		
	C 6.2.2	Distinguish between and evaluate the importance of political participation and social participation.		
	C 6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public offi cials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.		
	C 6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.		
	C 6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.		
	C 6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.		
	C 6.2.7	Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.		
	C 6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.		
	C 6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry		
	C 6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.		
	C 6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.	*American Civics (Holt), Michgan Open Textbook*	

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
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Unit 2: (days)		
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Unit 3: (days)		
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Unit 4: (days)		
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Unit 5: (days)		
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Unit 6: (days)		
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Unit 7: (days)		
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Unit 8: (days)		
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Unit 9: (days)		
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Unit 10: (days)		
Day	Standard Code	Objective
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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
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	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
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	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
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	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
What is poetry?	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	http://www.flocabulary.com	figurative language; rhyme scheme,; simile; metaphor; sound devices
	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		
	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Unit 2: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Types of poetry	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	http://www.flocabulary.com	limerick; sonnet; free verse; haiku; ballad
	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	RL.6.5	**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**		

Unit 3: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Create a poetry handbook	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	http://www.flocabulary.com	figurative language; rhyme scheme; simile; metaphor; sound devices; limerick; sonnet; ballad; haiku; free verse; alliteration
	W.6.9a	**Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").**		
	W.6.6	**Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**		

QUARTER 2

Unit 4: (days)

Unit Focus	Standards		Resources	Unit Vocabulary

What is a short story?	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	http://www.flocabulary.com	connotation; dennotation; summarize; resolution
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	https://owlcation.com/acad	
	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	"The Fun They Had;" "Ruthless;" "Answer;" "There Once Was;" "The Flowers;" "The Outing;" "I Don't Need Anything From Here;"	
			Videos: Onomatopoeia; Similes and Metaphors; Rhyme and Rhythm	

Unit 5: (days)

Unit Focus	Standards		Resources	Unit Vocabulary

QUARTER 3

Unit 6: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
What is a graphic novel?	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	http://www.flocabulary.com	
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		

Unit 7: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Creating the graphic novel.	**RL.6.2**	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**	http://www.flocabulary.com	
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RL.6.5	**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**		
Unit 8: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

QUARTER 4

Unit 9: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Writing persuasively.	**RL.6.2**	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**	http://www.flocabulary.com	commercial; advertising; claim
	RL.6.3	**Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**		
	RL.6.5	**Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**		
	W.6.1a	**Introduce claim(s) and organize the reasons and evidence clearly.**		

	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		
Unit 10: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Creating advertising.	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
			http://www.youtube.com	

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
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Unit 2: (days)		
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Unit 3: (days)		
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Unit 4: (days)		
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Unit 5: (days)		
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Unit 6: (days)		
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Unit 7: (days)		
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Unit 8: (days)		
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Unit 10: (days)		
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	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
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	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
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	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: Big Bang (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-formation of the universe and evidence for the Big Bang Theory - star lifespans and element formation	SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	*Earth Science* (Glencoe), Odysseyware, pHet, ReadWorks.org	nuclear fusion, radiation, H-R diagram, cosmic background radiation, red shift, spectra, elements, atomic mass
	SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe		
	SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements		

Unit 2: Orbital Motion (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-predict the orbital motion of a sattellite	SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	orbital motion, sattellite

QUARTER 2

Unit 3: Early Earth (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-formation of the Earth and the solar system	SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	meteorite, rockly planets, gas giants

Unit 4: Earth's Internal and Surface Processes(days)

Unit Focus	Standards		Resources	Unit Vocabulary
- convection within the Earth - erosion/subduction of the Earth's crust	SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	oceanic crust, continental crust, subduction, plate tectonics, core, mantle divergent, transform, convergent, erosion
	SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features		
	SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection		

Unit 5: Earth's Feedback Loops (days)

Unit Focus	Standards		Resources	Unit Vocabulary
investigation of the many feedback loops present on Earth	SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	feedback loop, geoscience

QUARTER 3

Unit 6: Cycling and the Environment (days)

Unit Focus	Standards		Resources	Unit Vocabulary

-water cycle -carbon cycle - climate change	SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	convection, conduction, radiation, transpiration, carbon sink, infiltration, erosion
	SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere		
	SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate		
Unit 7: The Environment and Life (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-early Earth and early life - evolution of life on Earth -climate changes and human activities	SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	prokaryote, eukaryote, evolution, migration
	SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity		
QUARTER 4				
Unit 8: Research Paper (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-students will choose topics regarding human-caused environmental problems and evaluate potential solutions.	SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	Earth Science (Glencoe), Odysseyware, pHet, ReadWorks.org	Dependent upon chosen topic
	SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity		
	SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems		
	SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
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Day 3		
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Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
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Day 11		
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Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
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Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
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Day 10		
Day 11		
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Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
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Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
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Day 5		
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Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
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Day 4		

Day 5		
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Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
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Day 6		
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Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Curriculum Map 2019-2020

THE LEONA GROUP

Unit 1: Individual, Business, and Government Choices (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-roles of individuals, business and government in the economy -the affect of entrepreneurship on the economy	E 1.1	Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?	Junior Achievement Student Study Guide and Companion Text, *Economics* (Glencoe), Odysseyware	scarcity, choice, opportunity cost, decision, wants, needs, entrepreneurship, comparative advantage,
	E 1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.		
	E 1.1.2	**Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.**		
Unit 2: Competitive Markets (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-the effects of supply and demand on each other -how businesses operate in competitive markets - how choices are influenced by incentives and markets	E 1.2	Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	supply, demand, incentives, elasticity, investments, market, competitive market, consumer, investment
	E 1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households		
	E 1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.		
	E 1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these infl uence the market.		
	E 1.3	Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.		
	E 1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.		
	E 1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.		
	E 1.3.3	**Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.**		
Unit 3: Role of Government in the Market (days)				

Unit Focus	Standards		Resources	Unit Vocabulary
- the function of government in a market economy (i.e. consumer protection, policy, incentivising behavior) - how does the government raise revenue	E 1.4	Describe the varied ways government can impact the market through policy decisions, protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	tax, interest rates, public policy, revenue,
	E 1.4.1	Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.		
	E 1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role infl uences the incentives (or disincentives) for people to produce and exchange goods and services.		
	E 1.4.3	**Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).**		
	E 1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.		
	E 1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government offi cials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.		

Unit 4: Understanding National Markets (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-factors that affect the national market	E 2.1	Describe infl ation, unemployment, output, and growth, and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	money supply, inflation, recession, Federal Reserve, income, unemployment, gross domestic product, expenditures, global economy
	E 2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.		
	E 2.1.2	Circular Flow and the National Economy – Using the concept of circular fl ow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernment agencies in the economy of the United States.		
	E 2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by fi nancial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.		
	E 2.1.4	**Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.**		
	E 2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth.		
	E 2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.		

	E 2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.		
	E 2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular fl ow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.		
	E 2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (National Geography Standard 11, p. 206)		
Unit 5: Role of Government in the United States Economy (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-role of government in the U.S. economy	E 2.2	Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fi scal and monetary policy; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	taxation, regulation, macroeconomic, public services
	E 2.2.1	**Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).**		
	E 2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.		
	E 2.2.3	**Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.**		
	E 2.2.4	**Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.**		
	E 2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).		
QUARTER 2				
Unit 6: Economic Systems (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-differences between various economic systems	E 3.1	Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	free market, command economy, mixed systems, socialism,

-influence of international organizations on the world economy	E 3.1.1	Major Economic Systems – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations). (National Geography Standard 11, p. 206		World Trade Organization, World Bank, International Monetary Fund, foreign policy, standard of living
	E 3.1.2	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.		
	E 3.1.3	International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe. (National Geography Standard 11, p. 206		
	E 3.1.4	GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (National Geography Standard 11, p. 206)		
	E 3.1.5	**Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (National Geography Standard 11, p. 206)**		
	E 3.1.6	Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. (National Geography Standard 11, p. 206		
Unit 7: Economic Interdependance - Trade (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-the effect of trade on the global economy	E 3.2	Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	interdependence, tariffs, export, import, exhange rates, currency,
	E 3.2.1	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (National Geography Standard 11, p. 206		
	E 3.2.2	**Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (National Geography Standard 11, p. 206**		
	E 3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (National Geography Standard 11, p. 206)		
	E 3.2.4	Monetary Policy and International Trade – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international trade. (National Geography Standard 13, p. 210)		

	E 3.2.5	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. (National Geography Standard 13, p. 210)		
Unit 8: Decision Making (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-elements of personal finance - importance of the decision-making process in personal financial dealings	E 4.1	Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.	Junior Achievement Student Study Guide and Companion Text, Economics (Glencoe), Odysseyware	scarcity, opportunity costs, choice, investment, saving, risk management, cost-benefit analysis
	C 4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.		
	C 4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.		
	C 4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.		
	C 4.1.4	Key Components of Personal Finance – Evaluate key components of personal fi nance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.		
	C 4.1.5	Personal Decisions – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal fi nance including careers, savings and investing tools, and different forms of income generation.		
	C 4.1.6	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
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Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
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Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
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Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
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Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
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Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
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Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Geometry Curriculum Map 2019-20

THE LEONA GROUP

QUARTER 1

Unit 1: Tools of Geometry & Constructions (16 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.		- Angle - Circle - Perpendicual line - Parallel line - Line segment - Construction - Bisect - Perpendicual bisector - Equilateral triangle - Square - Regular hexagon - Inscribed
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		
	G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.		
	G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.		

Unit 2: Angles & Lines (13 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,		- Vertical angles - Congruent - Transversal - Corresponding angles - Alternate interior angles - Same side interior angles - Alternate exterior angles - Same side exterior angles - Directed line segment - Partitions - Perimeter - Polygon
	G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**		
	G-GPE.B.6	**Find the point on a directed line segment between two given points that partitions the segment in a given ratio.**		
	G-GPE.B.7	**Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★**		

Unit 3: Transformations (13 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).		
	G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.		
	G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.		
	G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.		
	G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**		
	G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**		
	G-SRT.A.1b	**The dilation of a line segment is longer or shorter in the ratio given by the scale factor**		

QUARTER 2

Unit 4: Congruence (12 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		
	G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		
	G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		
	G-SRT.B.5	**Use congruence** ~~and similarity~~ criteria for triangles to solve problems and to prove relationships in geometric figures.		

Unit 5: Similarity (8 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		
	G-SRT.A.2	**Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**		
	G-SRT.A.3	**Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.**		
	G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**		
	G-SRT.B.5	**Use** ~~congruence and~~ similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		

Unit 6: Right Triangles (9 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**		
	G-SRT.C.6	**Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.**		
	G-SRT.C.7	**Explain and use the relationship between the sine and cosine of complementary angles.**		
	G-SRT.C.8	**Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★**		

QUARTER 3

Unit 7: General Triangles (7 days)

Unit Description / Focus	Standards		Resources	Unit Vocabulary
	G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		

	G-GPE.B.7	**Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★**		
	G-SRT.D.9	**(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .**		
	G-SRT.D.10	**(+) Prove the Laws of Sines and Cosines and use them to solve problems.**		
	G.SRT.D.11	**(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).**		
Unit 8: Parallelograms (10 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary**
	G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.		
	G-GPE.B.4	**Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)**		
Unit 9: Circles & Conic Sections (21 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary**
	G-C.A.1	Prove that all circles are similar.		
	G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.		
	G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.		
	G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.		
	G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.		
	G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, ~~volume of a cylinder, pyramid, and cone~~. Use dissection arguments, Cavalieri's principle, and informal limit arguments.		
	G-GPE.A.1	**Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.**		
	G-GPE.A.2	**Derive the equation of a parabola given a focus and directrix.**		
	G-GPE.B.4	**Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)**		
QUARTER 4				
Unit 10: 3D Shapes (10 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary**
	G-GMD.A.1	Give an informal argument for the formulas for the ~~circumference of a circle, area of a circle,~~ volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.		
	G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.		
	G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.		
	G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.		
Unit 11: Geometric Modeling (10 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary**

	G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★		
	G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★		
	G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★		
Unit 12: Probability (13 days)				
Unit Description / Focus	**Standards**		**Resources**	**Unit Vocabulary**
	S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").		
	S.CP.A2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.		
	S.CP.A3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.		
	S.CP.A4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.		
	S.CP.A5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.		
	S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.		
	S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.		
	S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.		
	S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.		
	S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).		
	S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).		

Daily Unit Objectives

Unit 1: Tools of Geometry & Constructions (16 days)		
Day	**Standard Code**	**Objective**
Day 1	G-CO.A.1	Understand the relationship between the 3 building blocks of geometry
Day 2	G-CO.A.1	Mark figures indicating given information and use proper geometric notation
Day 3	G-CO.D.12	Construct a copy of a segment
Day 4	G-CO.D.12	Construct a copy of an angle
Day 5	G-CO.D.12	Bisect a segment
Day 6	G-CO.D.12	Bisect an angle
Day 7		*Review tools of geometry & mid-unit quiz*
Day 8	G-CO.D.12	Construct perpendicular lines
Day 9	G-CO.D.12	Construct a perpendicual bisector
Day 10		Construct a parallel line
Day 11	G-CO.D.13	Construct an equilateral triangle inscribed in a circle
Day 12	G-CO.D.13	Construct a square inscribed in a circle
Day 13	G-CO.D.13	Construct a regular hexagon inscribed in a circle
Day 14	G-CO.C.10	Construct a centroid and prove it exists for all triangles
Day 15		*Review constructions*
Day 16		*Demonstrate knowledge of constructions (Test)*
Unit 2: Angles & Lines (13 days)		
Day	**Standard Code**	**Objective**
Day 1	G-CO.C.9	Identify different types of angles and find missing angle measures (complementary and supplementary angles)
Day 2	G-CO.C.9	Identify different types of angles and find missing angle measures (vertical angles)
Day 3	G-CO.C.9	Identify different types of angles and find missing angle measures (transveral cutting parallel lines)
Day 4	G-CO.C.9	Identify different types of angles and find missing angle measures (transveral cutting parallel lines)
Day 5		Review angles & mid-unit quiz #1
Day 6	**G-GPE.B.5**	Write equations for parallel lines
Day 7	**G-GPE.B.5**	Write equations for perpendicular lines
Day 8	**G-GPE.B.6**	Find a point on a directed line segment between two given points that partititions the segment in a given ratio
Day 9	**G-GPE.B.6**	Find a point on a directed line segment between two given points that partititions the segment in a given ratio
Day 10	**G-GPE.B.7**	Use coordinates to compute the perimeter of polygons
Day 11	**G-GPE.B.7**	Use coordinates to compute the area of triangles and rectangles
Day 12		Review angles & lines
Day 13		Demonstrate knowledge about angles & lines (Test)
Unit 3: Transformations (13 days)		
Day	**Standard Code**	**Objective**
Day 1	**G-SRT.A.1**	Verify experimentally the properties of dilations given by a center and a scale factor:
Day 2	**G-SRT.A.1a**	Dilate a line not passing through the center of dilation
Day 3	**G-SRT.A.1a**	Dilate a line passing through the center of dilation
Day 4	**G-SRT.A.1b**	Dilate a line segment with a given scale factor
Day 5		*Review dilations & mid-unit quiz*
Day 6	G-CO.A.2	Identify and create translations, rotations, reflections, and dilations of figures in the plane
Day 7	G-CO.A.4	Identify and create translations, rotations, reflections, and dilations of figures in the plane

Day 8	G-CO.A.4	Identify and create translations, rotations, reflections, and dilations of figures in the plane
Day 9	G-CO.A.2	Compare and contrast transformations that preserve distance and those that do not
Day 10	G-CO.A.3	Describe the rotations and reflections that will map one polygon onto itself
Day 11	G-CO.A.5	Describe the rotations and reflections that will map one polygon onto another
Day 12		*Review transformations*
Day 13		*Demonstrate knowledge about transformations (Test)*
Unit 4: Congruence (12 days)		
Day	**Standard Code**	**Objective**
Day 1	G-CO.B.6	Use transformations to prove two polygons congruent
Day 2	G-CO.B.6, G-CO.B.7	Use transformations to prove two polygons congruent
Day 3	G-CO.B.7	Complete congruence statements and fill in missing values in congruent polygons
Day 4		*Review congruent polygons and mid-unit quiz #1*
Day 5	G-CO.C.10	Understand and prove that the base angles of isosceles triangles are congruent
Day 6	G-CO.B.8	Prove two triangles are congruent by SSS and SAS
Day 7	G-CO.B.8	Prove two triangles are congruent by ASA and AAS
Day 8	**G-SRT.B.5**	Prove two isosceles or equilateral triangles are congruent
Day 9	**G-SRT.B.5**	Prove two right triangles are congruent
Day 10	**G-SRT.B.5**	Prove two overlapping triangles are congruent
Day 11		*Review congruent polygons*
Day 12		*Demonstrate knowledge about congruence (Test)*
Unit 5: Similarity (8 days)		
Day	**Standard Code**	**Objective**
Day 1	**G-SRT.A.2**	Determine if two figures are similar
Day 2	**G-SRT.A.2, G-SRT.B.5**	Calculate missing angles and side lengths in similar figures
Day 3	**G-SRT.A.3**	Establish and use AA similarity for triangles
Day 4	G-CO.C.10	Prove that the segment joining midpoints of two sides of a triangle is paralle to the third side and half the length
Day 5	**G-SRT.B.4**	Calculate missing angles and side lengths in similar triangles (with a line parallel to one side of the triangle)
Day 6	**G-SRT.B.4, G-SRT.B.5**	Calculate missing angles and side lengths in similar triangles (with a line parallel to one side of the triangle)
Day 7		*Review similarity*
Day 8		*Demonstrate knowledge about similarity (Test)*
Unit 6: Right Triangles (9 days)		
Day	**Standard Code**	**Objective**
Day 1	**G-SRT.C.8**	Solve right triangle problems using the Pythagorean Theorem
Day 2	**G-SRT.B.4**	Prove the Pythagorean Theorem
Day 3	**G-SRT.C.6**	Use similarity of right triangles to define sine, cosine, and tangent
Day 4	**G-SRT.C.8**	Solve right triangle problems using sine, cosine, and tangent
Day 5	**G-SRT.C.8**	Solve right triangle problems using sine, cosine, and tangent
Day 6	**G-SRT.C.8**	Solve right triangle problems using sine, cosine, and tangent
Day 7	**G-SRT.C.7**	Explain and use the relationship between sine and cosine of complementary angles
Day 8		*Review right triangles*
Day 9		*Demonstrate knowledge about right triangles (Test)*
Unit 7: General Triangles (7 days)		

Day	Standard Code	Objective
Day 1	G-SRT.D.10, G.SRT.D.11	Use the law of sines to solve for unknown quantities in triangles
Day 2	G-SRT.D.10, G.SRT.D.11	Use the law of cosines to solve for unknown quantities in triangles
Day 3	G-SRT.D.10	Prove the law of sines
Day 4	G-SRT.D.10	Prove the law of cosines
Day 5	G-CO.C.10	Prove that the measures of interior angles of a triangle sum to 180°
Day 6	G-SRT.D.9	Derive the formula for the area of a triangle (A = 1/2 ab sin(C))
Day 7	G-GPE.B.7	Calculate the area of a triangle given the coordinates
Day 8		*Review triangles*
Day 9		*Demonstrate knowledge about triangles (Test)*
Unit 8: Parallelograms (10 days)		
Day	**Standard Code**	**Objective**
Day 1	G-CO.C.11	Identify and define properties of quadrilaterals
Day 2	G-CO.C.11	Use properties of parallelograms to solve for missing angles or sides
Day 3	G-CO.C.11	Prove properties of parallelograms
Day 4	G-CO.C.11	Prove properties of parallelograms
Day 5	G-GPE.B.4	Prove or disprove that 4 points on a plane form a parallelogram
Day 6		*Review parallelograms*
Day 7		*Demonstrate knowledge about parallelograms (Test)*
Unit 9: Circles & Conic Sections (21 days)		
Day	**Standard Code**	**Objective**
Day 1	G-C.A.1	Prove that all circles are similar.
Day 2	G-GMD.A.1	Give an informal argument for the formula for the circumference of a circle
Day 3	G-GMD.A.1	Give an informal argument for the formula for the area of a circle
Day 4	G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords
Day 5	G-C.A.2	Calculate angle measures in a circle
Day 6	G-C.A.2	Calculate angle measures in a circle
Day 7		*Review circles & mid-unit quiz #1*
Day 8	G-C.A.3	Construct the inscribed and circumscribed circles of a triangle
Day 9	G-C.A.3	Prove properties of angles for a quadrilateral inscribed in a circle
Day 10	G-C.A.4	Construct a tangent line from a point outside a given circle to the circle
Day 11	G-C.B.5	Calculate arc lengths
Day 12	G-C.B.5	Calculate areas of sectors
Day 13		*Review circles & mid-unit quiz #2*
Day 14	G-GPE.A.1	Write the equation of a circle given center and radius
Day 15	G-GPE.B.4	Prove or disprove a given point is on a circle
Day 16	G-GPE.A.2	Write the equation of a parabola given a focus and directrix
Day 17	G-GPE.A.3	Write the equation of an ellipse given the foci
Day 18	G-GPE.A.3	Write the equation of a hyperbola given the foci
Day 19	G-GPE.B.4	Prove or disprove a given point is on a curve
Day 20		*Review circles*
Day 21		*Demonstrate knowledge about circles (Test)*
Unit 10: 3D Shapes (10 days)		
Day	**Standard Code**	**Objective**
Day 1	G-GMD.A.3	Give an informal argument for the formulas for volume of a cylinder, pyramid, and cone
Day 2	G-GMD.A.3	Solve problems involving the volume of 3D figures
Day 3	G-GMD.A.1	Give an informal argument for the formulas for volume of a cylinder, pyramid, and cone
Day 4	G-GMD.A.2	Give an informal argument for the formulas for volume of a sphere
Day 5		*Review volume & mid-unit quiz*
Day 6	G-GMD.B.4	Identify shapes of 2D cross-sections of 3D objects

Day 7	G-GMD.B.4	Identify 3D objects generated by rotations of 2D objects
Day 8	G-GMD.B.4	Identify 3D objects generated by rotations of 2D objects
Day 9		*Review 3D shapes*
Day 10		*Demonstrate knowledge of 3D shapes (Test)*
Unit 11: Geometric Modeling (10 days)		
Day	**Standard Code**	**Objective**
Day 1	**G-MG.A.1**	Use geometric shapes to describe objects
Day 2	**G-MG.A.2**	Apply concepts of density based on area and volume
Day 3	**G-MG.A.3**	Apply geometric methods to solve design problems
Day 4		*Review modeling & mid-unit quiz*
Day 5		*Project*
Day 6		*Project*
Day 7		*Project*
Day 8		*Project*
Day 9		*Review modeling*
Day 10		*Demonstrate knowledge of modeling (Test)*
Unit 12: Probability (13 days)		
Day	**Standard Code**	**Objective**
Day 1	**S.CP.A1**	Describe a sample space and subsets.
Day 2	**S.CP.A2, S.CP.A5,** S-CP.B.7	Determine if multiple events are independent or dependent and calculate their probabilities using the addition rule
Day 3	**S.CP.A3**	Identify conditional probability scenarios
Day 4	**S.CP.A4**	Identify marginal probability scenarios
Day 5	**S.CP.A3, S.CP.A5,** S.CP.B6	Calculate conditional probability
Day 6	**S.CP.A3, S.CP.A5,** S.CP.B8	Determine if events are independent or dependent using conditional probability
Day 7		*Review probability & mid-unit quiz*
Day 8	S.CP.B9	Use permutations and combinations to computer probabilities
Day 9	**S.CP.A4**	Calculate marginal probability from “2-way” tables
Day 10	S.MD.B6	Use probability models to make decisions
Day 11	S.MD.B7	Evaluate decisions
Day 12		*Review probability*
Day 13		*Demonstrate knowledge of probability (Test)*

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Health
Curriculum Map

September - October	November - December	January
• ***Healthy Foundation*** • ***Physical Activity and Nutrition*** • ***Mental and Emotional Health*** • ***Promoting Safe and Healthy Relationships***	• ***Personal Care and Body Systems*** • ***Growth and Development*** • ***Drugs***	• ***Disease and Disorders*** • ***Injury Prevention and Environmental Health***
Health: Big Ideas		
• How can promoting healthy behaviors help prevent disease? • Describe ways to promote health and reduce risks. • What are the advantages of peacefully resolving conflicts? • Describe the decision-making process. • Analyze the relationship between regular physical activity and disease prevention. • Explain the relationship between nutrition, quality of life, and disease. • Identify the characteristics of good mental and emotional health. • Identify the qualities and character traits that promote healthy relationships with peers, family, and friends.	• Identify the major systems of the body. • Describe the changes the body undergoes during the stage of adolescence. • Explain the different effects drugs have on the body.	• What are pathogens? • What is the difference between communicable and non-communicable diseases? • In what ways are diseases spread? • Analyze the strategies for preventing disease and injury. • Describe First Aid.
Learner Outcomes		
Standards:	Standards:	Standards:

High School Area Content Expectations:	High School Area Content Expectations:	High School Area Content Expectations:
Strand 1: Standards 1-14 Strand 4: Standards 1-14 Strand 5: Standards 1-13 *See appendix for standard description.	Strand 2: Standards 1-11 Strand 7: Standards 1-10 *See appendix for standard description.	Strand 3: Standards 1-17 Strand 6: Standards 1-8 *See appendix for standard description.

Required Vocabulary

Health Wellness Prevention Health literacy Heredilty Environment Risk behaviors Cumulative risks Abstinence Stress management Conflict resolution Goal setting Character Role model Health consumer Media Preventive measures PCP Health Care HMO PPO Malpractice Sedentary lifestyle Metabolism Cardiorespiratory Aerobic Anaerobic BMI Eating disorders Maslow's Hierarchy of Need Stressors Anxiety Abuse	Axial skeleton Appendicular skeleton Muscular system Nervous system Cardiovascular Respiratory system Digestive system Urinary system Endocrine system Reproduction Life cycle Prenatal care STDs Genetics Adolescence Nicotine Addiction BAC Alcoholism Sobriety Vaccine Substance abuse Psychoactive drugs Marijuana Hallucinogens Narcotics	Pathogens Communicable diseases Antibodies Immunity Epidemics STIs HIV AIDS Pandemic Noncommunicable diseases Cancer Biopsy OSHA First aid CPR

SUGGESTED Resources

• Atlas Rubicon/	• Atlas Rubicon/	• Atlas Rubicon/

• Study Island • United Streaming • Scholastic Magazines • Classroom Libraries • Teachers Pay Teachers • You Tube • Building Resources	• Study Island • United Streaming • Scholastic Magazines • Classroom Libraries • Teachers Pay Teachers • You Tube • Building Resources	• Study Island • United Streaming • Scholastic Magazines • Classroom Libraries • Teachers Pay Teachers • You Tube • Building Resources

Literacy Lab Curriculum Map 2019-2020 Grades K-1

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Procedures; Parts of computers; Power of computers; staying safe online; communities and communication; Be kind: cyberbullying; strong passwords- login to Typing Club	SL.K.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Typing Club, ABCya.com, Starfall.com, Scholastic Book Fair Trailers	procedures, computer, monitor, mouse, keyboard, key, username, password, left, right, letters, communication, log in, online, safety, typing, cyberbullying,	Checklists, Typing club. quiz, rubric for project
	SL.K.2	Confirm understanding of a text read aloud OR information presented orally OR through other media by asking and answering questions about key details, and requesting clarification if something is not understood.			
	SL.K.3	Ask & Answer questions in order to seek help, get information, or clarify something that is not understood.			
	RF.K.1	Demonstrate understanding of the organization and basic features of print.			
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	SL.1.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.1.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	R1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension			
	PK-2.TC.3	Recognize and name the major hardware components,			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	P.K-2.TC	Use developmentally appropriate and accurate terminology when talking about technology.			
	PK-2.RI.1	Interact with Internet based Resources			
	PK.2.DC.2	Know the Michigan Cyber Safety Initiative's three rules.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.TC.1	Use basic input and output devices.			
	3-5.TC.4	Demonstrate proper caer in the use of computer hardware, software, periphals, and storage media.			
	3-5.TC.5	Know how to exchange files with other students using technology.			
	3-5.CT.1	Use digital resources to access information that can assist in making informed decisions about everyday matters.			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Typing club; Clicking on my website; Can I trust this site?; Searching the internet; Reading A-Z- how to use tools and go back	SL.K.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Typing Club, ABCya.com, Starfall.com, Reading A-Z. www.kiddle.co	click, website, site, search, Internet, tools, arrows, search engine, keywords	checklists, Reading A-Z quick checks
	SL.K.2	Confirm understanding of a text read aloud OR information presented orally OR through other media by asking and answering questions about key details, and requesting clarification if something is not understood.			
	SL.K.3	Ask & Answer questions in order to seek help, get information, or clarify something that is not understood.			
	RF.K.1	Demonstrate understanding of the organization and basic features of print.			
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	SL.1.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.1.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	R1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension			
	PK-2.TC.3	Recognize and name the major hardware components,			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	PK-2.DC.3	Identify personal information that should not be shared on the Internet.			
	PK-2.DC.4	Know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncom			
	3-5.DC.1	Discuss scenarios involving acceptable and unacceptable uses of technology.			
	3-5.DC.3	Describes precautions surrounding personal safety that should be taken when online.			
	3-5.DC.3	Identify the types of personal information that should not be given out on the Internet.			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Typing Club; Website to click; Research; sign into Gmail; Reading A-Z; Google Classroom- How to get on and start assignment	SL.K.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Reading A-Z, Google classroom, Google email, Typing Club	website, Google, account, Gmail, Google Classroom, Log in, Log out, click, assignment	Google Classroom quick checks; Reading A-Z quick checks
	SL.K.2	Confirm understanding of a text read aloud OR information presented orally OR through other media by asking and answering questions about key details, and requesting clarification if something is not understood.			
	SL.K.3	Ask & Answer questions in order to seek help, get information, or clarify something that is not understood.			
	RF.K.1	Demonstrate understanding of the organization and basic features of print.			
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	SL.1.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.1.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	R1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension			
	PK-2.TC.3	Recognize and name the major hardware components,			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.RI.1	Identify search strategies for locating information with support from teachers or library media specialists.			
	3-5.RI.2	Use digital tools to find, organize, analyze, synthesize, and evaluate information.			
	3-5.RI.3	Understand and discuss that web sites and digital resources may contain inaccurate or biased information.			
	3-5.RI.4	Understand that using information from a single Internet source might result in the reporting of erroneous facts and t			
	3-5.TC.5	Know how to exchange files with other students using technoloyg.			

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Typing Club; Teacher Website; Sign in to gmail; Reading A-Z; Google Classroom (Docs, type words, sentences, pictures); Report (from research)	SL.K.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Typing Club, Teacher's website, Gmail, Google Classroom, Reading A-Z, Scholastic Book Fair Trailers	Typing, Google Classroom, Gmail, Log in, Log out, type, words, images, research	Checklists, rubric for project, Google classroom quick checks
	SL.K.2	Confirm understanding of a text read aloud OR information presented orally OR through other media by asking and answering questions about key details, and requesting clarification if something is not understood.			
	SL.K.3	Ask & Answer questions in order to seek help, get information, or clarify something that is not understood.			
	RF.K.1	Demonstrate understanding of the organization and basic features of print.			
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	SL.1.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.1.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.1.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	R1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension			
	PK-2.TC.3	Recognize and name the major hardware components,			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.CC.1	Use digital communciation tools and online resources for group learning projects.			
	3-5.CC.2	Identify how different software applications may be used to share similar information, based on the intended audienc			
	3-5.CC.3	Use a variety of media and formats to create and edit products to communicate information and ideas to various auc			
	3-5.CT.1	Use digital resources to access information that can assist in making informed decisions about everyday matters.			

Literacy Lab Curriculum Map 2019-2020 Grades 2-5

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Parts of the computer and procedures ; Power of computers; staying safe online; strong passwords; communities and communication; Can I trust this site?; Searching on the internet; Be kind online and offline; Typing Club; Google Classroom	SL.2.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Google Classroom, Typing Club	Computer, monitor, mouse, keyboard, key, safety, online, offline, passwords, site, internet, typing, Google Classroom	Google Classroom quick checks, assessment on parts of a computer
	SL.2.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
	SL.3.1, SL.4.1, SL.5.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.3.2,SL.4.2, SL.5.2	Determine, paraphrase, or summarize the main ideas and supporting details from information presented in diverse media and formats, including visually, quantitatively, and orally.			
	SL.3.3, SL.4.3, SL.5.3	Ask and answer questions about information from a speaker offering appropriate elaboration and detail, identify the reasons and evidence a speaker provides to support particular points, and summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
	RF.3.3;RF.4.3; RF.5.3	Know and Apply grade level phonics and word analysis in decoding words.			
	W.3.7; W.4.7; W.5.7	Conduct short research projects that build knowledge about a topic.			
	W.3.8; W.4.8; W.5.8	Gather information from print and digital resources.			
	L.3.2; L.4.2; L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.3.4; L.4.4; L.5.4	Determine or clarify the meaning of unknown and multiple meaning words based on grade level text.			
	PK-2.TC.3	Recognize and name the major hardware components.			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.TC.5	Will know how to exchange files with other students using technology.			
	3-5TC.1	Will use basic input and output devices.			
	3-5.TC.2	Will describe ways technology has changed life at school and home.			

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Gmail; Google Classroom (Google Docs); Typing Club; Reading A-Z	SL.2.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Google classroom, Gmail, Typing Club, Reading A-Z	Log in, log out, email, Google Docs, save, typing, words per minute	Typing club typing assessments; Google classroom quick checks
	SL.2.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
	SL.3.1, SL.4.1, SL.5.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.3.2,SL.4.2, SL.5.2	Determine, paraphrase, or summarize the main ideas and supporting details from information presented in diverse media and formats, including visually, quantitatively, and orally.			

	SL.3.3, SL.4.3, SL.5.3	Ask and answer questions about information from a speaker offering appropriate elaboration and detail, identify the reasons and evidence a speaker provides to support particular points, and summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
	RF.3.3;RF.4.3; RF.5.3	Know and Apply grade level phonics and word analysis in decoding words.			
	W.3.7; W.4.7; W.5.7	Conduct short research projects that build knowledge about a topic.			
	W.3.8; W.4.8; W.5.8	Gather information from print and digital resources.			
	L.3.2; L.4.2; L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.3.4; L.4.4; L.5.4	Determine or clarify the meaning of unknown and multiple meaning words based on grade level text.			
	PK-2.TC.3	Recognize and name the major hardware components.			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.TC.5	Will know how to exchange files with other students using technology.			
	3-5TC.1	Will use basic input and output devices.			
	3-5.TC.2	Will describe ways technology has changed life at school and home.			

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Typing Club; Reading A-Z (using clues, highlighting); Google Excel, Google slides	SL.2.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Google Classroom, Google Docs; Google slides, Google sheets, Typing Club, Reading A-Z	document, spreadsheet, slide, typing, words per minute, context clues, highlighting	Google Classroom quick checks; Reading A-Z quick checks
	SL.2.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
	SL.3.1, SL.4.1, SL.5.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.3.2,SL.4.2, SL.5.2	Determine, paraphrase, or summarize the main ideas and supporting details from information presented in diverse media and formats, including visually, quantitatively, and orally.			
	SL.3.3, SL.4.3, SL.5.3	Ask and answer questions about information from a speaker offering appropriate elaboration and detail, identify the reasons and evidence a speaker provides to support particular points, and summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
	RF.3.3;RF.4.3; RF.5.3	Know and Apply grade level phonics and word analysis in decoding words.			
	W.3.7; W.4.7; W.5.7	Conduct short research projects that build knowledge about a topic.			
	W.3.8; W.4.8; W.5.8	Gather information from print and digital resources.			
	L.3.2; L.4.2; L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.3.4; L.4.4; L.5.4	Determine or clarify the meaning of unknown and multiple meaning words based on grade level text.			
	PK-2.TC.3	Recognize and name the major hardware components.			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.TC.5	Will know how to exchange files with other students using technology.			
	3-5TC.1	Will use basic input and output devices.			

	3-5.TC.2	Will describe ways technology has changed life at school and home.			

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
Typing Club; Reading A-Z (using context clues, highlighting); Project writing; typing stories	SL.2.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.	Typing Club, Reading A-Z, Google Classroom-Docs, sheets, slides	document, spreadsheet, slide, typing, words per minute, context clues, highlighting. research, images	Checklists, rubric for project, Google classroom quick checks
	SL.2.2	Recount or describe key ideas or details from a text read aloud OR information presented orally OR through other media.			
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			
	SL.3.1, SL.4.1, SL.5.1	Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.			
	SL.3.2,SL.4.2, SL.5.2	Determine, paraphrase, or summarize the main ideas and supporting details from information presented in diverse media and formats, including visually, quantitatively, and orally.			
	SL.3.3, SL.4.3, SL.5.3	Ask and answer questions about information from a speaker offering appropriate elaboration and detail, identify the reasons and evidence a speaker provides to support particular points, and summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
	RF.3.3;RF.4.3; RF.5.3	Know and Apply grade level phonics and word analysis in decoding words.			
	W.3.7; W.4.7; W.5.7	Conduct short research projects that build knowledge about a topic.			
	W.3.8; W.4.8; W.5.8	Gather information from print and digital resources.			
	L.3.2; L.4.2; L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	L.3.4; L.4.4; L.5.4	Determine or clarify the meaning of unknown and multiple meaning words based on grade level text.			
	PK-2.TC.3	Recognize and name the major hardware components.			
	PK-2.TC.4	Discuss the basic care for computer hardware and various media types.			
	PK-2.TC.2	Demonstrate the ability to navigate in virtual environments.			
	3-5.TC.5	Will know how to exchange files with other students using technology.			
	3-5TC.1	Will use basic input and output devices.			
	3-5.TC.2	Will describe ways technology has changed life at school and home.			

K-5 Math Lab Curriculum Map 2019-2020 Q1

QUARTER 1

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
		Blue standards = Essential Focus for Quarter 1			
Build math number sense and fluency	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Zearn.org Teachers Pay Teachers Prodigy.com Eureka Math Better Lesson Math www.mathplayground.com	number, objects, how many, one more	Teachers Pay Teachers Quick Checks
	K.CC.B	Count to tell the number of objects.		count, how many,	
	1 OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		counting, addition, subtraction	
	1 OA.A.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		adding to, taking from, putting together, comparing, unknown	
	1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)		operations	
	1.OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		unknown-addend	
	1 OA.C	Relate counting to addition and subtraction		bundling. decomposing, m	
	1 NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		written numeral	
	1 NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.		compare, less than, greater than, equal	
	1 NBT C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		two-digit number, 10 more, 10 less	
Addition and subtraction and understanding the relationship between them	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem		addition, subtraction, one-step word problems, adding to, taking from, putting together, comparing, unknowns	
	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		fluency, mental strategies	
	2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.		even, odd	
	2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.		rectangular arrays	
Understanding multiplication and strategies for multiplication and division of whole numbers	3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.		rows, groups, size, array pattern, total/sum of items/objects	
	3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.		whole numbers, divide division, equal shares, partitioned. expression, inverse operation, unknown	
	3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		unknown, mutliply, divide. inverse operation. product,divisor, dividend, equal share/groups, arrays. pattern, drawings. model	
	3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.		unknown, mutliply, divide. inverse operation. product,divisor, dividend	
Mutiplication and division understandi	4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.		unknown, mutliply, divide. inverse operation. product,divisor, dividend	

	4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		unknown, mutliply, divide. inverse operation. product,divisor, dividend	
	4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.		division, remainder, unknown, quantity, multiply, add, subtract, compute, estimate, round, place value	
	4.NBT.A.01	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.		powers of ten, place vlaue, division, represents	
	4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.		rounding, place value	
Place Value; reading and writing numbers	5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		powers of ten, place value, fraction	
	5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.		patterns, powers of ten, decimal, decimal point, exponents, represents, mutipliy/divide	
	5.NBT.A.3	Read, write, and compare decimals to thousandths.		decimals, comparisons	
	5 OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symb		PEMDAS order of operations understanding	
	5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).		expanded form, standard from, represents	
	5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.		comparisons of place value and decimal comparisons,	
	5.NBT.A.4	Use place value understanding to round decimals to any place.		place vlaue, decimals rounding	

K-5 Math Lab Curriculum Map 2019-2020 Q2

QUARTER 2

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
		Blue standards = Essential Focus for Quarter 2			
Build math number sense and fluency	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Zearn, Teachers Pay Teachers, Prodigy, Eureka Math, Common Sense Math	number, objects, how many, one more	Teachers Pay Teachers Quick Checks
	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		count, number, numeral	
	K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		array, line, organize/arrange, sort, count	
	K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		counting, addition, subtraction	
	1 OA.A.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		adding to, taking from, putting together, comparing, unknown	
	1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)		operations	
	1 OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		unknown-addend	
	1 NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		written numeral, number o	
Addition and subtraction and understanding the relationship between the two. Place Value understanding	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem		addition, subtraction, one-step word problems, adding to, taking from, putting together, comparing, unknowns	
	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		fluency, mental strategies	
	2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:		even, odd	
	2 NBT B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		rectangular arrays	
Understand relationship between multiplication and division. Represent and solve problems and word problems involving multiplication and division. Place value understanding and properites of operations to perform multi-digit arthimetic.	3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.		divide, division, equal shares, inverse operation,multiply, if...then math relationships	
	3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.		divide, division, equal shares, inverse operation,multiply, if...then math relationships	
	3.OA.B.5	Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)		divide, division, equal shares, inverse operation,multiply, if...then math relationships	
	3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		divide, division, equal shares, inverse operation,multiply, if...then math relationships	
	3 NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.		whole numbers, rounding, place value	

Understand relationship between multiplication and division. Represent and solve problems and word problems involving multiplication and division. Place value understanding and properites of operations to perform multi-digit arthimetic.	4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		unknown multiply divide	
	4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.		equation, multi-step, remainder, unknown quantity, strategy operation, estimation, rounding, place value understanding	
	4.NBT.A.01	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.		dividing tens, place value	
	4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.		place value, rounding	
Place Value; reading and writing numbers	5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.		multipying multi digit numbers, carrying, place value/ place value placement for addition, total, sum	
	5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		quotients, equation, dividend, divisor, multiply, divide, array, models	
	5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strateg		dividing decimals, multiplying decimals, moving decimal points, place vlaue	
	5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?		fraction, fraction form, numerator, denominator, equation, multiply, division	
	5 MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		volume - multiplying, addition, quantity, occupied space, capacity something holds vs. the actual space of an object, units, formula - V = L x H, rectangle , cube/ units	

K-5 Math Lab Curriculum Map 2019-2020 Q3

QUARTER 3

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
		Blue Standards + Essential Focus for Quarter 3			
Addition and subtraction and understanding the relationship between them	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Zearn, Teachers Pay Teachers, Prodigy, Eureka Math, Common Sense Math	number, objects, how many, one more	Teachers Pay Teachers Quick Checks
	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		number, count, add one more	
	K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		subitize, group, arrange, how many count, total, sum, objects/items	
	K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1		subitize, classify, organize, size, shape,color, count, total/sum	
	K NBT A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		compose, decompose	
	1 OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		counting, addition, subtraction	
	1 OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		adding to, taking from, putting together, comparing, unknown	
	1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)		operations	
	1 OA.B.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		unknown-addend	
	1 NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		written numeral	
Addition and subtraction and understanding the relationship between the two. Use place vlaue understanding and properites of operations to add and subtract	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem		addition, subtraction, one-step word problems, adding to, taking from, putting together, comparing, unknowns	
	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		fluency, mental strategies, take away, count back, pput together sum/total	
	2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 1a,1b		place value	
	2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		add, subtract, regroup, take away, count back,	
	2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		minutes, hands, half hour, hour, 60 minutes	
Word problems using the 4 operations; Relationship between multiplication and division; Fluently add and subtract; Telling time to nearest minute/line diagrams; Telling time to nearest minute/line diagrams; understand and use	3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding		operations, equations, unknown quantity	
	3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		multiply, divide, multiplication and division relationship, inverse operation	

fractions	3 NBT A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		add, subtract, place value, regroup	
	3 MD A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.		minutes, hands, half hour, hour, 60 minutes	
	3 NF A.1	Develop understanding of fractions as numbers. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.		multiply fraction formula strategy parts, equal, partitioned	
Multiplication of whole numbers/Fractions Understanding/Multiplying fractions	4 NBT B.4	.Fluently add and subtract multi-digit whole numbers using the standard algorithm.		algorithm, multi-digit, take away, regroup,difference/sum	
	4 NF.A	Extend understanding of fraction equivalence and ordering.		parts, fractions, equivalent, equal, fraction model	
	4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		multiply fraction formula strategy	
whole digit multiplication/ understanding of fractions/ measure volume	5 NBT.B.5	Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.		operations, hundredths, standard algorithm	
	5 NF.B	Apply and extend previous understandings of multiplication and division.		multiplication, division	
	5 MD.C3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		volume, solid figures	

K-5 Math Lab Curriculum Map 2019-2020 Q4

QUARTER 4

Unit Focus/ Learning Targets	Standards		Resources	Unit Vocabulary	Assessments
		Blue standards = Essential Focus for Quarter 4			
Build math number sense and fluency	K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0	Zearn, Teachers Pay Teachers, Prodigy, Eureka Math, Common Sense Math	number, objects, how	Teachers Pay Teachers Quick Checks
	K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and		take away	
	K MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the		category, sort. classify,	
	1 OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		counting, addition,	
		Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking		adding to, taking from,	
	1 NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a		written numeral	
	1 NBT C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit		compare, less than,	
	1 MD B.3	Tell and write time in hours and half-hours using analog and digital clocks.		two-digit number, 10	
Addition and subtraction and understanding the relationship between the two. Place value understanding	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of		addition, subtraction, one-	
	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all		fluency, mental strategies	
	2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations,		even, odd	
	2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols		rectangular arrays	
Develop understanding of fractions as numbers and partitioning fractions and comparing fractions, multiply and divide within one hundered	3 OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication		multiply, divide,	
	3 NBT A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of		add, subtract, place	
	3 NF.A	Develop understanding of fractions as numbers.		parts, fractions,	
	3 MD A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms		measure, estimate,	
Multiplication and division of whole numbers/ / multiplying fractions	4 NBT B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.		algorithm, multi-digit, take	
		Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with		parts, fractions,	
	4 NF.B	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		multiply fraction formula	
Understanding fractions - multiplying and dividing fractions. Continuing fluency on multiplying multi-digit numbers and understanding place	5.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit		add subtract multiply,	
	5 NF.A	Use equivalent fractions as a strategy to add and subtract fractions.		equivalent/equal	
	5 NF.B	Apply and extend previous understandings of multiplication and division.		multiplication, division	

Personal Finance Curriculum Map 2019-20

THE LEONA GROUP

QUARTER 1

Unit 1: Personal Finance (45 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Introduction to Traditional Income - Planing Your Future - Careers - Taxes and My Income		Career Exploration Tool		- Income Tax - Medicare - Social Security - Taxes - Career Cluster - Abilities - Income - Interest - Values - Wanted Skills
		Career Choice Research		
		Being an Entrepreneur		
		Starting a Lawn Care Business		
		STEM Careers		
		Social Security and Medicare		
		Sales Receipt Analysis		
		How to Complete a 1040-EZ Income Tax Form		

QUARTER 2

Unit 2: Traditional Saving, Investing, Risk Management (45 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Saving and Investing - Rish Management		Understanding College Cost and the FAFSA		- Bond - Financial Institution -Interest - Invest - Mutual Fund - Opportunity Cost - Pay Yourself First (PYF) - Principal - Risk - Savings Accouant
		Understanding Stock Quotes		
		Roth IRA's: Teens and Retirement Savings		
		Compound Interest and the Rule of 72		
		Savings, USA Risk and Insurance (Online Lesson)		

QUARTER 3

Unit 3: Traditional Debit and Credit (45 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Banking Partners - Personal Spending - Savvy Shopping - Manageing Credit -		Checks and Checking Accounts/ Check Writing and keeping a check register to track checks, deposits wihdrawals and automatic electronic payments	- -	- Bank - Credit Union - Finalcial Institution - Interest - Interest Bank - Mobile Banking - Online Banking - Bankruptcy - Cash - Check - Credit -Credit Card - Debit - Debit Card - Debt - Foreclosure
		Installment Debt/Students become awre that an installment debt can be considerably greater than the origina purchase price of an item		
		Rent or Home Ownership/Compare the benefits and responsibilities that come with renting or owning a home.		
		Leasing vs. Buying a Car/Students assess the pluses and minuses of leasing or buying a car		
		Indentity theft/Students learn about steps they can take to help protect their payment cards and personal identity from theft.		

QUARTER 4

Unit 4: Traditional Budget (45 days)

Unit Focus	Standards		Resources	Unit Vocabulary
- Think Before You Spend - What Is a Budget - Using a Budget -		Sample Budget/Practice preparing budgets and making budgeting decisions.		- Expenditures - Impulse Buying - Long-Term Goals - Needs - Short Term Goals - Wants - Budget - Discretionary Income - Opportunity Cost
		Personal Budget/Discussion and Research, students recongize the need for responsible spending and the benefit of budgeting.		
		Paying for Post-Secondary Education/See that education after high school is an investment in their future. Explore options to pay for higher educaton.		
Unit 5: Simulation and Debriefing (7 days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
- Students participate in a simulation where they put into action all they have learned in the classroom by making important dpeding decisions and maintaining a balanced budget. Following their simulation experience,				

Daily Unit Objectives

Unit 1: Introduction to Algebra (10 days)		
Day	**Standard Code**	**Objective**
Day 1	N-RN.B3	Prove properties of rational and irrational numbers with examples and counter-examples
Day 2	**A-SSE.A.2**	Use commutative and associative properties with real numbers
Day 3	**A-SSE.A.2**	Use the distributive property with real numbers
Day 4		*Review properites of real numbers and & mid-unit quiz*
Day 5	**A-SSE.A.1a** A-APR.A1	Identify parts of an expression (variable, constant, term, factor, coefficient) and add and subtract polynomials by combining like terms.
Day 6	**A-SSE.A.2**	Distribute a monomial to a binomial or trinomial
Day 7	**A-SSE.A.1**	Interpret parts of an expression written from a word problem
Day 8	**A-SSE.A.1**	Write an expression from a word problem and interpret each part of the expression
Day 9		*Review real numbers, polynomial expressions & their properities*
Day 10		*Demonstrate knowledge of real numbers, polynomial expressions, and their properties. (Test)*

Unit 2: Linear Equations (18 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one-step equations
Day 2	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve two-step equations
Day 3	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve two-step equations
Day 4	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one and two-step equations with multiple variables
Day 5	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve one and two-step equations with multiple variables
Day 6		*Review modeling and solving one and two-step equations & mid-unit quiz #1*
Day 7	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations
Day 8	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations
Day 9	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve proportion problems
Day 10	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations with multiple variables
Day 11	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve multi-step equations with multiple variables
Day 12	**A-CED.A.1, A-REI.B3, A-REI.A1**	Model and solve proportion problems with multiple variables
Day 13		*Review modeling and solving proportions and multi-step equations with multiple variables & mid-unit quiz #2*
Day 14	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 15	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 16	**A-CED.A.4**	Rearrange formulas to solve for any given quantity
Day 17		*Review solving linear equations*
Day 18		*Demonstrate knowledge of solving linear equations. (Test)*

Unit 3: Functions (11 days)		
Day	**Standard Code**	**Objective**

Day 1	**F-IF.A.1** **F-IF.A.2** F-IF.B.5	Identify the independent and dependent variables, domain, and range of a function dervied from a contextual situation
Day 2	**F-IF.A.1** **F-IF.A.2** F-IF.B.5	Identify the independent and dependent variables, domain, and range of a function from a graph and/or table
Day 3	**F-IF.A.1** **F-IF.A.2**	Determine if a model is a function or a relation from a given graph, table, or list of points.
Day 4	**F-IF.A.1** **F-IF.A.2**	Determine if a model is a function or a relation from a given graph, table, or list of points.
Day 5		*Review functions, domain and range & mid-unit quiz*
Day 6	F-IF.B.4	Determine key features of graphs of functions (linear, step, absolute value, exponential, quadratic and polynomial)
Day 7	F-IF.B.4	Determine the function family of a given graph (linear, step, absolute value, exponential, quadratic and polynomial)
Day 8	F-BF.B3	Determine the function family of a given graph (linear, step, absolute value, exponential, quadratic and polynomial)
Day 9	F-BF.B3	Analyze how parent functions shift when replacing f(x) with f(x)+k or f(x+k); determine the value of k when given the graph
Day 10		*Review functions & function families*
Day 11		*Demonstrate knowledge of functions & function families (Test)*

Unit 4: Linear Functions (27 days)		
Day	**Standard Code**	**Objective**
Day 1	**F-IF.A.3,** F-BF.A1, F-BF.A1.a, F-BF.A2	Create a recursive formula to model a visual or numerical pattern (arithmetic sequences)
Day 2	**F-IF.A.3,** F-BF.A1, F-BF.A1.a, F-BF.A2	Create an explicit formula to model a numerical patten (arithmetic sequences)
Day 3		*Review arithmetic sequences & mid-unit quiz #1*
Day 4	F-IF.B.6	Determine the rate of change of linear function using the slope
Day 5	F-IF.B.6	Determine the rate of change of linear function using the slope
Day 6	F-IF.C.7, F-IF.C.7a, F-IF.B.4	Graph a linear function from slope-intercept form
Day 7	F-IF.C.7, F-IF.C.7a, **A-SSE.B.3**	Re-write equations in slope-intercept form and graph them
Day 8	F-IF.C.7	Graph a linear function from point-slope form
Day 9	F-IF.C.7, **A-SSE.B.3**	Graph linear functions when given in any form
Day 10		*Review graphing linear functions & mid-unit quiz #2*
Day 11	F-IF.B.4, **F-LE.A2**	Write and graph a linear function from table
Day 12	F-BF.A1, ,**F-LE.A2**	Write and graph a linear function from table
Day 13	F-IF.B.5, F-BF.A1, **F-LE.A1.b, F-LE.B5**	Write and graph a linear function from a context
Day 14	F-IF.B.5, F-BF.A1, **F-LE.A1.b, F-LE.B5**	Write and graph a linear function from a context
Day 15	F-IF.C.9	Compare linear functions written as equations, graphs, tables, or contextually
Day 16	**S-ID.C.7**	Interpret slope (rate of change) and y-intercept from a context
Day 17		*Review graphing linear functions from tables and contexts & mid-unit quiz #3*
Day 18	**G-GPE.B.5**	Find and graph parallel lines
Day 19	**G-GPE.B.5**	Find and graph parallel lines
Day 20	**G-GPE.B.5**	Find and graph perpendicular lines
Day 21	**G-GPE.B.5**	Find and graph perpendicular lines
Day 22		*Review parallell & perpendicular lines & mid-unit quiz #4*
Day 23		*Project*

Day 24		*Project*
Day 25		*Project*
Day 26		*Review linear functions*
Day 27		*Demonstrate knowledge of linear functions (Test)*
Unit 5: Linear Inequalities (7 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-REI.D12**	Graph linear inequalities
Day 2	**A-REI.D12**	Graph linear inequalities
Day 3	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 4	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 5	**A-REI.D12** **A-REI.B3**	Write, solve and graph linear inequalities
Day 6		*Review linear inequalities*
Day 7		*Demonstrate knowledge of linear inequalities*
Unit 6: Systems of Linear Equations & Inequalities (11 days)		
Day	**Standard Code**	**Objective**
Day 1	**A-REI.C6**	Solve a system of equations of by graphing
Day 2	**A-REI.C6** **A-REI.D11**	Solve a system of equations of by graphing
Day 3	**A-REI.D12**	Solve a system of inequalities by graphing
Day 4	**A-REI.D12**	Solve a system of inequalities by graphing
Day 5		*Review solving systems by graphing & mid-unit quiz*
Day 6	**A-REI.C6**	Solve a system of equations by substitution
Day 7	**A-REI.C6**	Solve a system of equations by substitution
Day 8	**A-REI.C6**	Solve a system of equations by elimination
Day 9	**A-REI.C5**	Solve a system of equations by elimination
Day 10		*Review solving systems of equations*
Day 11		*Demonstrate knowledge of systems of equations (Test)*
Unit 7: Exponential (16 days)		
Day	**Standard Code**	**Objective**
Day 1	F-IF.C.8b	Simplify exponential expressions using exponent rules
Day 2	**F-LE.A2**	Create a recursive formula to model a visual or numerical pattern (geometric sequences)
Day 3	**F-LE.A2**	Create an explicit formula to model a numerical patten (geometric sequences)
Day 4		*Review geometric sequence & mid-unit quiz #1*
Day 5	F-IF.C.7e	Identify the parts of an exponential graph
Day 6	F-BF.B3	Determine how an exponential graph changes when the parent function is altered
Day 7	F-IF.C.7e	Graph exponential functions
Day 8	F-IF.C.7e	Graph exponential functions
Day 9	F-IF.C.8b, **F-LE.A1.c, F-LE.A2**	Write, graph, and solve exponential growth problems
Day 10	F-IF.C.8b, **F-LE.A1.c, F-LE.A2**	Write, graph, and solve exponential decay problems
Day 11	**F-LE.A1.a, F-LE.A1.c, F-LE.A2, F-LE.B5**	Write, graph, and solve exponential growth and decay problems
Day 12		*Review graphing & solving exponential functions & mid-unit quiz #2*
Day 13	**F-LE.A1**	Model and solve problems with linear or exponential functions as appropriate

Day 14	**F-LE.A1**	Model and solve problems with linear or exponential functions as appropriate
Day 15		*Review exponential functions*
Day 16		*Demonstrate knowledge of exponential functions (Test)*

Unit 8: Polynomials (12 days)		
Day	**Standard Code**	**Objective**
Day 1	N-RN.A1, N-RN.A2	Simplify monomial expressions using exponent rules
Day 2	N-RN.A1, N-RN.A2	Simplify monomial expressions with radical and rational exponents
Day 3	N-RN.A1, N-RN.A2	Simplify monomial expressions with radical and rational exponents
Day 4	**A-SSE.A.1a**	Identify parts of a polynomial (degree, coefficient, constant, and terms)
Day 5		*Review simplifying monomial expressions and parts of polynomials & mid-unit quiz*
Day 6	A-APR.A1	Add and subtract polynomials
Day 7	A-APR.A1	Multiply binomials by binomials
Day 8	A-APR.C5	Apply the Binomial Theorem
Day 9	A-APR.A1	Multiply binomials by polynomials
Day 10	A-APR.A1	Multiply polynomials by polynomials
Day 11		*Review polynomials*
Day 12		*Demonstrate knowledge of polynomials (Test)*

Unit 9: Quadratics (19 days)		
Day	**Standard Code**	**Objective**
Day 1	F-IF.C.8a, **A-SSE.B.3a**	Factor quadratic equations
Day 2	F-IF.C.8a, **A-SSE.B.3a**	Factor quadratic equations and solve for the roots
Day 3	F-IF.C.8a, **A-SSE.B.3a**	Factor perfect square trinomials and solve for roots
Day 4	F-IF.C.8a, **A-SSE.A.2**	Factor the difference of squares quadratic equations and solve for roots
Day 5		*Review factoring quadratic equations & solving by factoring & mid-unit quiz #1*
Day 6	F-IF.C.8a	Solve quadratic equations using completing the square
Day 7	F-IF.C.8a, **A-SSE.B.3b, A-REI.B4.A**	Solve quadratic equations using completing the square
Day 8	**A-REI.B4**	Solve quadratic equations using the quadratic formula
Day 9	**A-REI.B4, A-REI.B4.A, A-REI.B4.B**	Solve quadratic equations using the quadratic formula
Day 10		*Review solving quadratic equations & mid-unit quiz #2*
Day 11	F-IF.C.7a	Graph quadratic equations
Day 12	F-IF.C.7a	Graph quadratic equations
Day 13	F-BF.B3	Determine how a quadratic graph changes when the parent function is altered
Day 14		*Review solving quadratic equations & mid-unit quiz #3*
Day 15		*Project*
Day 16		*Project*
Day 17		*Project*
Day 18		*Review quadratic functions*
Day 19		*Demonstrate knowledge of quadratic functions (Test)*

Unit 10: Statistics (10 days)		
Day	**Standard Code**	**Objective**
Day 1	S-ID.A.1	Analyze scatter plots, box plots, dot plots, and histograms. Compare & contrast the data presented in each type of display.
Day 2	S-ID.A.3	Analyze the impact of outliers on data
Day 3		*Review plotting data & mid-unit quiz #1*
Day 4	**S-ID.C.7**	Interpret the slope and y-intercept on a trend line for given data

Day 5	**S-ID.B.6a, S-ID.B.6c, S-ID.C.8**	Calculate the line of best fit for a given data set (linear). Interpret the meaning of the correlation coefficient.
Day 6	**S-ID.B.6a**	Calculate the line of best fit for a given data set (exponential).
Day 7	**S-ID.B.6b**	Use the calculated residuals to determine if the line of best fit for a given data set is linear or exponential and find that line of best fit
Day 8	**S-ID.C.9**	Distinguish between correlation and causation
Day 9		*Review plotting data & lines of best fit*
Day 10		*Demonstrate knowledge about plotting data and lines of best fit (Test)*

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

Physical Education –High School
Curriculum Map

Motor Skills	Physical Fitness	Cognitive Concepts
• ***Soccer*** • ***Flag Football*** • ***Kickball*** • ***Dodgeball*** • ***Volleyball*** • ***Basketball*** • ***Running/Walking***	• ***Daily Warm Up*** • ***Plyometrics*** • ***Stretching*** • ***Team and Individual Sports (see Motor Skills)***	• ***Daily Warm Up*** • ***Plyometrics*** • ***Stretching*** • ***Team and Individual Sports (see Motor Skills)***
Big Ideas		
• Demonstrate competence in the following activities: swimming; personal condition; individual, dual and team sports; and recreational activities. • Participate in a variety of physical activities appropriate for enhancing muscular strength and endurance. • Assess personal status of muscular strength and endurance of the arms, shoulders, and abdomen. • Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the arms, shoulders, and abdomen. • Meet standards on selected fitness activities on	• Assess personal status of flexibility. • Participate in a variety of physical activities appropriate for enhancing flexibility. • Assess personal status of body composition. • Demonstrate slow and fast movement speeds, balance, coordination, and body awareness.	• Detect and correct errors in personal skill performance. • Recognize the importance of repetition in mastery of skill. • Analyze strategies in physical activities. • Use appropriate rules, strategies and etiquette in physical activities. • Follow and encourage others to follow the rules while participating in physical activities. • Describe psychological effects of right kinds of regular amounts of physical activity (e.g., healthy physical self-image, ability to reduce stress, strong

selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., times or distance walk/run and other endurance activities at specified heart rate/heart rate recovery). • Participates in a variety of physical activities appropriate for enhancing cardiorespiratory endurance. • Assess personal status of cardiorespiratory endurance.		mental function, and emotional health. • Describe the activities and opportunities to develop sportsmanship, leadership and cooperation. • Identify lifelong physical leisure activities which one enjoys and would like to pursue.

Learner Outcomes

Standards: High School Area Content Expectations: Content Standard 5: All students will participate successfully in selected health- enhancing, lifelong physical activities. Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance. Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.	Standards: High School Area Content Expectations: Content Standard 8: All students will develop and maintain healthy levels of flexibility of body joints. Content Standard 9: All students will recognize and understand the benefits of healthy body composition. Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.	Standards: High School Area Content Expectations: Content Standard 11: All students will explain and apply the essential steps in learning motor skills. Content Standard 12: All students will explain and apply appropriate rules and strategies when participating in physical education activities. Content Standard 13: All students will describe the effects of activity and inactivity. Students will formulate examples of lifestyle choices that result in the development and maintenance of health related fitness.

Required Vocabulary

Hand-eye coordination Teamwork Team Specific Terminology Cardiorespiratory Exercise Aerobic Anaaerobic Endurance Stamina Muscular strength	Plyometrics Flexibility BMI Healthy weight gain/weight loss	Sportsmanship Streesors Stress Management Stress Relief Self Image Leadership Role Model Diseases Muscle Atrophy Aging

Muscle Memory		

SUGGESTED Resources

• Atlas Rubicon • United Streaming • Teachers Pay Teachers • You Tube • Building Resources	• Atlas Rubicon/ • United Streaming • Teachers Pay Teachers • You Tube • Building Resources	• Atlas Rubicon/ • United Streaming • Teachers Pay Teachers • You Tube • Building Resources

Personal and Social Behaviors and Values

- ***Daily Warm Up***
- ***Plyometrics***
- ***Wrap-up Discussions***
- ***Team and Individual Sports (see Motor Skills)***

Big Ideas

- Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits: compassion, confidence, cooperation, fairness, honesty, perseverance, respect, responsibility, and self- discipline.
- Choose to exercise regularly outside the classroom for personal enjoyment and benefit.
- Accept the differences between individual's personal characteristics and skills.

Learner Outcomes

Standards:

High School Area Content Expectations:

Content Standard 14: All students will demonstrate appropriate behavior while participating in physical activities.

Content Standard 15: All students will understand the value of physical activity and its contribution to lifelong health and well-being.

Required Vocabulary

Character
Perseverance
Cooperation
Respect
Self discipline
Responsibility
Skill Sets
Life-long Well Being

SUGGESTED Resources
• Atlas Rubicon • United Streaming • Teachers Pay Teachers • You Tube • Building Resources

Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: Forces and Motion (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-understand Newton's second law of motion - use mathematical representations to illustrate Newton's second law	SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	pHet, ReadWorks.org, Odysseyware, *Physical Science* (Glencoe), *Chemistry* (Prentice Hall)	acceleration, mass, collision, net force, energy, change, Nweton's second law of motion
	SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system		
	SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision		
	SCI.HS.PS3.1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known		

QUARTER 2

Unit 2: Electricity and Magnetism (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-understand the effect of forces on objects - understanding of electric and magment fields	SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	gravity, magnetic field, electricy, electromagetic, current, Coulomb's Law, Law of Gravitation
	SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current		
	SCI.HS.PS3.5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction		

Unit 3: Waves and Electromagnetic Radiation(days)

Unit Focus	Standards		Resources	Unit Vocabulary
-understand the behavior of waves -explore differenet types of waves	SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	electromagnetic radiation, wavelength, frequency,
	SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		
	SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		
	SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		

	SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		

QUARTER 3

Unit 4: Energy (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-transfer of energy -different forms of energy	SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	energy, thermodynamics, particle, relative, closed system
	SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**		
	SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**		

Unit 5: Structure and Properties of Matter (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-understand the function and organization of the periodic table	SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	periodic table, element, atomic structure, fission, fusion, radioactive decay, proton, neutron, electron, valence
	SCI.HS.PS1.3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles		
	SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay		
	SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials		

QUARTER 4

Unit 6: Chemical Reactions (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-understand why chemical reations occur -explain how changes in conditions (i.e. temperature, pressure) impact chemical reactions	SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	chemical reaction, conservation of mass, equilibrium
	SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy		
	SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs		
	SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium		

	SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction		
Unit 7: Research Project (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-use knowldege of physical science to solve a global problem	SCI.HS.ETS1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	pHet, ReadWorks.org, Odysseyware, Physical Science (Glencoe), Chemistry (Prentice Hall)	dependent upon the topic being researched

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
	9	10	11	12	13	14	15						
	16	17	18	19	20	21	22						
	23	24	25	26	27	28	29						
	30												

THE LEONA GROUP, L.L.C.
A new kind of public school

Course at a Glance Units of Study: STEM, Semester 1

September - October	October-November	December - January
• **Unit 1: Energy & Power**	• **Unit 1: Energy & Power** • **Unit 2: Materials & Structures**	• **Unit 2: Materials & Structure** •
: Big Ideas		
• There is a relationship between energy and power • There is a need for clear and concise communication	• There are many different fields of study possible • Laws of Motion describe the interaction of forces on a body	• There is a constant evaluation of materials used in engineering - to find the best possible one to provide the biggest advantage
Unit Expectations		
Students will view themselves as engineers and master the following common core content standards: Standards: **Next Generation Science Standards** **HS-PS2 Motion and Stability: Forces and Interactions** **HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6**	Students will view themselves as engineers and master the following common core content standards: Standards: **Next Generation Science Standards** **HS-PS2 Motion and Stability: Forces and Interactions** **HS-PS2-1, HS-PS2-2, HS-PS2-3, HS-PS2-4, HS-PS2-5, HS-PS2-6** **HS-ETS1 Engineering Design** **HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4**	Students will view themselves as engineers and master the following common core content standards: Standards: **Next Generation Science Standards** **HS-ETS1 Engineering Design** **HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4**
SUGGESTED Resources		
• PLTW Principles of Engineering Curriculum • Engineering Your Future Project Based Learning	• PLTW Principles of Engineering Curriculum • Engineering Your Future Project Based Learning	• PLTW Principles of Engineering Curriculum • Engineering Your Future Project Based Learning

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Course at a Glance Units of Study: STEM, Semester 2

January - February	March - April	May - June
● **Unit 3: Control Systems**	● **Unit 3: Control Systems** ● **Unit 4: Statistics & Kinematics**	● **Unit 4: Statistics & Kinematics**
: Big Ideas		
● Control systems are needed to provide a consentient process control and reliability	● Determine when to use open or closed systems ● Engineers use statistics to make informed decisions	● Projectile motion can be predicted and controlled using Kinematics equations
Unit Expectations		
Standards: **ETS1.A: Defining and Delimiting Engineering Problems**	Standards: **ETS1.B: Developing Possible Solutions**	Standards: ETS1.C: Optimizing the Design Solution
SUGGESTED Resources		
● PLTW Principles of Engineering Curriculum ● Engineering Your Future Project Based Learning	● PLTW Principles of Engineering Curriculum ● Engineering Your Future Project Based Learning	● PLTW Principles of Engineering Curriculum ● Engineering Your Future Project Based Learning

Curriculum Map 2019 -2020

THE LEONA GROUP

QUARTER 1

Unit 1: Foundational Issues (Eras 1-5) (days)

Unit Focus	Standards		Resources	Unit Vocabulary
-review of U.S. history from the formation of the nation through the Civil War	USHG-F1.1	Identify the core ideals of American society as refl ected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals Declaration of Independence; the U.S. Constitution (including the Preamble); Bill of Rights; the Gettysburg Address; 13th, 14th, and 15th Amendments.	Michigan Open Textbook, *The American Vision (Glencoe)*	Constitution, amendment, Civil War, American Revolution, War of 1812, Mexican-American War, inalienable rights, equality, limited government, George Washington, Thomas Jefferson, Abraham Lincoln, Gettysburg Address, slavery, Union, Confederate
	USHG-F1.2	Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing the birth of republican government, including the rule of law, inalienable rights, equality, and limited government; the development of governmental roles in American life; and competing views of the responsibilities of governments (federal, state, and local); changes in suffrage qualifications; the development of political parties; America's political and economic role in the world (National Geography Standard 13, p. 210)		
	USHG-F2.1	Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War		

Unit 2:Growth of Industrial and Urban America(USHG ERA 6)(days)

Unit Focus	Standards	Resources	Unit Vocabulary

-factors that led to and impact of the American Industrial Revolution	**USH6.1.1**	**Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.**	*Michigan Open Textbook, The American Vision (Glencoe)*	Industrial Revolution, labor organizations, populism, migration, urban, rural, Great Migration, population density
	USH6.1.2	Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).		
	USH6.1.3	Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).		
	USH6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)		
	USH6.1.5	A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.		

QUARTER 2

Unit 3: Becoming A World Power (days)

Unit Focus	Standards	Resources	Unit Vocabulary

-Causes on WWI -U.S. role pre- and post-WWI - domestic impact of WWI	USH6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)	*Michigan Open Textbook, The American Vision (Glencoe)*	imperial, WWI, neutrality, Woodrow Wilson, League of Nations, Treaty of Versailles
	USH6.2.2	**WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.**		
	USH6.2.3	Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.		
	USH6.2.4	**Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)**		
Unit 4: Progressivism and Reform(days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-analyze causes and consequences of the progressive movement	USH6.3.1	Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	*Michigan Open Textbook, The American Vision (Glencoe)*	progressivism, monopoly, temperance, Upton Sinclair, Eugene Debs, immigration, suffrage, Susan B. Anthony, Elizabeth Cady Stanton, amendment, corruption, child labor
	USH6.3.2	**Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).**		
	USH6.3.3	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.		
QUARTER 3				
Unit 5: Growing Crisis of Industrial Capitalism and Responses (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

-evaluate causes and consequences of the Great Depression -impact of the New Deal on American life	USH7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).	*Michigan Open Textbook, The American Vision (Glencoe)*	Great Depression, Hoovervilles, Herbert Hoover, Franklin Roosevelt, New Deal, prohibition
	USH7.1.2	**Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).**		
	USH7.1.3	**The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)**		

Unit 6: WWII (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-causes that led to U.S. involvement in WWII -U.S. role in WWII -domestic changes occurring during WWII -analyze responses to genocide post-WWII	**USH7.2.1**	**Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).**	*Michigan Open Textbook, The American Vision (Glencoe)*	Nazi, neutrality, genocide, Adolf Hitler, internment, kamikaze
	USH7.2.2	**U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).**		
	USH7.2.3	**Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).**		

	USH7.2.4	**Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)**		
Unit 7: Cold War and the U.S. (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-factors that led to the Cold War - impact of the Cold War on domestic and foreign policy -events and decisions that led to the end of the Cold War	USH8.1.1	**Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).**	*Michigan Open Textbook, The American Vision (Glencoe)*	Cold War, U.S.S.R., NATO, Warsaw Pact, communism, Red Scare, nuclear weapons, proxy,
	USH8.1.2	**Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).**		
	USH8.1.3	End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.		
QUARTER 4				
Unit 8: Domestic Changes and Policies (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-Analyze the impact of domestic policy and population changes post-WWII - Analyze the impact of controversial decisions	USH8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)	*Michigan Open Textbook, The American Vision (Glencoe)*	Baby Boom, McCarthyism, Roe v. Wade, Vietnam War, Watergate

made in various branches of the government post-WWII	**USH8.2.2**	**Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).**		
	USH8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson' Great Society programs, and Reagan's market-based domestic policies. (National Geography Standard 14, p. 212)		
	USH8.2.4	**Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)**		

Unit 9: Civil Rights in Post-WWII Era (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-understand the reasons for the Civil Rights movement and its effect on various parts of American life - understand the effects of major events from the Civil Rights movement -What influences did the Civil Rights movement have on other movements and vice versa	**USH8.3.1**	**Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).**	*Michigan Open Textbook, The American Vision (Glencoe)*	Civil Rights Movement, minority, NAACP, Montgomery Bus Boycott, Brown v. Board, Black Panthers, Equal Rights Amendment, Martin Luther King Jr.
	USH8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.		
	USH8.3.3	Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)		

	USH8.3.4	**Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)**		
	USH8.3.5	Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at lease one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard 12, p. 208)		
Unit 10: America in the New Global Age (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
-role of the U.S. in the world after the Cold War -how 9/11 altered American domestic and foreign policy	USH9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)	*Michigan Open Textbook, The American Vision (Glencoe)*	Cold War, 9/11, partisan, Ronald Reagan, terrorism, antecedent, precedent, core deomocratic values
-justify a position on an iss	USH9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).		
	USH9.2.1	**U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)**		
	USH9.2.2	**9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)**		
	USH9.3.1	Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)		

Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		

Unit 3: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 4: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
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Day 17		
Day 18		
Day 19		
Day 20		
Day 21		
Day 22		
Day 23		
Day 24		
Day 25		
Day 26		
Day 27		

Unit 5: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Unit 6: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		

Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		

Unit 8: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		
Day 13		
Day 14		
Day 15		
Day 16		
Day 17		
Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	1	2

March 2019	3	4	5	6	7	8	9						
	10	11	12	13	14	15	16						
	17	18	19	20	21	22	23						
	24	25	26	27	28	29	30						
	31	1	2	3	4	5	6						
April 2019	7	8	9	10	11	12	13						
	14	15	16	17	18	19	20						
	21	22	23	24	25	26	27						
	28	29	30	1	2	3	4						
May 2019	5	6	7	8	9	10	11						
	12	13	14	15	16	17	18						
	19	20	21	22	23	24	25						
	26	27	28	29	30	31	1						
June 2019	2	3	4	5	6	7	8						
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Curriculum Map 2019-2020

THE LEONA GROUP

QUARTER 1

Unit 1: (days)World History and Geography (WHG) HSCEs

Unit Focus	Standards		Resources	Unit Vocabulary
World Historical and Geographical "Habits of Mind" and Central Concepts	WHG-F1.1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)	World History Patterns of Interaction text. Introduction; Unit 1, Chapt. 1: The Peopling of the World; Chapter 2: Early river Valley Civilizations; Chapter 3: People and Ideas on the Move; Ch. 4: First Age of Empires.	nomad, interregional, spatial; Confucianism; Buddhism;
Systems of Human Organizations	WHG-F2.1	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)		
Growth and Development of World Religions	WHG-F3.1	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)		
Regional Interactions	WHG-F4.1	Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)		

Unit 2: (days)

Unit Focus	Standards		Resources	Unit Vocabulary
Crisis in the Classical World, World Religions, Trade Networks and Contacts	**WHG4.1**	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)		Crusades; Hinduism

World Religion	WHG4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).	Unit 2: Chapter 5: Classical Greece; Chapter 6: Ancient Rome and Early Christianity; Chapter 7: India and China Establish Empires; Chapter 8: African Civilizations	
Trade Networks	WHG4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).		
Unit 3: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague	**WHG4.2.1**	**Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.**	MIOpen Textbook; Ch. 1; World History text: Chapter10 The Muslim World; Chapter 11: Byzantines, Russians, and Turks Interac; Chapter 12: Empires in East Asia; Chapter 13: European MIddle Ages; Chapter 14: The Formation of Western Europe; Chapter 15: Societies and Empires in Africa	pandemic
Unification of Eurasia under the Mongols	**WHG4.2.2**	**Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)**		
The Plague	**WHG4.2.3**	**The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)**		
Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500	**WHG4.3**	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).		

	WHG4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)		
	WHG4.3.3	**China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)**		

QUARTER 2

Unit 4: (days)WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries

Unit Focus	Standards		Resources	Unit Vocabulary
Emerging Global System and World Religions	WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)		push/pull factors; indentured servitude;
European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems	**WHG5.2.1**	**European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).**		
Trans-African and Trans Atlantic Slave Systems	**WHG5.2.2**	**Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).**		
Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century	**WHG5.3.2**	**East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).**		

Suth Asia/India through the 18th century	WHG5.3.3	**South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)**	World History Text: Unit 4; 900-1500. Chapter 16: People and Empires in the Americas; Chapter 17: European Renaissance and Reformation; Chapter 18: The Muslim World Expands; Chapter 19: An Age f Exploration and Isolation; Chapter 20: The Atlantic World	
Unit 5: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Russia through the 18th century; Europe through the 18th century; Latin America through the 18th century	WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).		bureaucratic; nationalist; reformation; Enlightenment
	WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).		
	WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).	World History text: Unit 5, 1500-1800. Chapter 21: Absolute Monarchs in Europe; Chapter 22: Enlightenment and revolution; Chapter 23: The French Revolution and Napoleon; Chapter 24: Nationalist Revolutions Sweep the	

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QUARTER 3

Unit 6: (days)WHG Era 6 – An Age of Global Revolutions, 18th Century-1914				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
	WHG6.1	**Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power**	World History Text. Unit 6-1700-1900. Chapter 25: The Inductrial Revolution; Chapter 26: An Age of Democracy and Progress; Chapter 27: The Age of Imperialism; Chapter 28: Transformations Around the Globe. MI Open Book:World History, Ch. 4: How did the slave trade impact the world?	constitutionalism; socialism; republicanism; captialism; secularization
	WHG6.1.1	**Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)**		
	WHG6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)		
	WHG6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).		

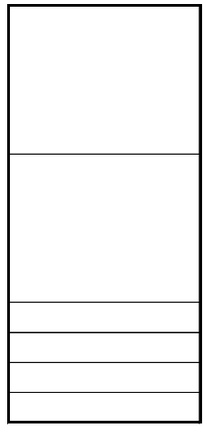
Unit 7: (days)				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism	WHG6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)		industrialization
	WHG6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)		
	WHG6.2.3	**Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).**		

			World History text. Unit 7-1914-1918. Chapter 29: The Great War; Chapter 30: Revolution and Nationalism; Chapter 31: Years of Crisis; Chapter 32: World War II	
Unit 8: (days) Europe, East Asia, and Africa				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
	WHG6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).	Chapter 30: Revolution an	
	WHG6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions		
	WHG6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)		
QUARTER 4				
Unit 9: (days) WHG Era 7 – Global Crisis and Achievement, 1900-1945				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**

Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War	**WHG7.1.1**	**Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)**	Chapter 31: Years of Crisis; Chapter 32: World War I	
	WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)	Chapter 31: Years of Crisis	mass extermination; fascism; communism
	WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)		
	WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)		
	WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)		
World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements	**WHG7.2.2**	**Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)**		
	WHG7.2.3	**World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).**		

Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East	WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.		
	WHG7.3.3	**Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)**		
Unit 10: (days) WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945				
Unit Focus	**Standards**		**Resources**	**Unit Vocabulary**
Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century	**WHG8.1.1**	**Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)**	Chapter 31: Years of Crisi	
	WHG8.1.2	**Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.**		
	WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)		
	WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).		
The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East	**WHG8.2.1**	**The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)**		

	WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)		
		Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)		



Daily Unit Objectives

Unit 1: (days)		
Day	Standard Code	Objective
Day 1		
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Day 10		

Unit 2: (days)		
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Unit 3: (days)		
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Unit 4: (days)		
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Unit 5: (days)		
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Unit 6: (days)		
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Unit 7: (days)		
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Unit 8: (days)		
Day	Standard Code	Objective
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Unit 9: (days)		
Day	Standard Code	Objective
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Day 18		
Day 19		

Unit 10: (days)		
Day	Standard Code	Objective
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Day 10		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 2018				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
September 2018	2	3	4	5	6	7	8
		Labor Day					
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
October 2018	7	8	9	10	11	12	13
		Columbus Day					
	14	15	16	17	18	19	20
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	28	29	30	31	1	2	3
				Halloween			
November 2018	4	5	6	7	8	9	10
	Daylight Savings Ends						
	11	12	13	14	15	16	17
	Veterans' Day						
	18	19	20	21	22	23	24
					Thanksgiving Day		
	25	26	27	28	29	30	1
December 2018	2	3	4	5	6	7	8
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						Winter Solstice	
	23	24	25	26	27	28	29
		Christmas Eve	Christmas Day				
January 2019	30	31	1	2	3	4	5
		New Year's Eve	New Year's Day				
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	20	21	22	23	24	25	26
		MLK Jr. Day					
	27	28	29	30	31	1	2
February 2019	3	4	5	6	7	8	9
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March 2019	3	4	5	6	7	8	9						
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April 2019	7	8	9	10	11	12	13						
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May 2019	5	6	7	8	9	10	11						
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June 2019	2	3	4	5	6	7	8						
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2019-20 Quarterly Pacing Guide

2nd Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.2	**Reading - Literature**	**RI.2**	**Reading - Informational Text**				
RL.2.1	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	P	P	P	P
RL.2.2	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	I	P	P	P
RL.2.3	**Describe how characters in a story respond to major events and challenges.**	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	P	P	P	P
RL.2.4	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	I	I	P	P
RL.2.5	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	I	I	P	P
RL.2.6	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	I	I	I	P
RL.2.7	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	I	I	P	P
RL.2.8	RL.2.8 not applicable to literature	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**		P	P	P
RL.2.9	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	I	I	P	P
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				P
RF.2	**Reading - Foundational Skills**						
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			I	I	I	P
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			P	P	P	P
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			I	I	P	P
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			I	I	P	P
RF.2.3d	Decode words with common prefixes and suffixes.			I	I	P	P
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			I	I	P	P
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			I	I	P	P
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			I	I	P	P
RF.2.4a	Read on-level text with purpose and understanding.			I	I	P	P
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			I	I	P	P
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			I	I	P	P
W.2	**Writing**						
W.2.1	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,**			I	P		P
W.2.2	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**			I	I	P	
W.2.3	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words**			P			
W.2.4	Begins in grade 3						
W.2.5	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**			I	P	P	P
W.2.6	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**			I	P	P	P
W.2.7	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**			I	I		P
W.2.8	**Recall information from experiences or gather information from provided sources to answer a question.**			I	I	P	P
W.2.9	Begins in grade 4						
W.2.10	Begins in grade 3						
SL.2	**Speaking and Listening**						
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					I	P
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under					I	P
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.					I	P
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.					I	P
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.					I	P
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					I	P
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			I	I	I	P
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and			I	I	I	P
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					I	P
L.2	**Language**						

L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			I	P
L.2.1a	Use collective nouns (e.g., group).	P			
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	P			
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	P			
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I	P		
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	I	P		
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched	P	P		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	P	P	P
L.2.2a	Capitalize holidays, product names, and geographic names.	I	P	P	P
L.2.2b	Use commas in greetings and closings of letters.	I	P	P	P
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	I	P	P	P
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I	P	P	P
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I	I	P	P
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I	I	P	
L.2.3a	Compare formal and informal uses of English	I	I	P	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	I	I	P	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	I	I	P	
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I	I	P	
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I	I	P	
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I	I	P	
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I	I	P	P
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	I	P		
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I	P		
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I	I	P	P
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When	I	P		P
	New Standards:	**10**	**16**	**26**	**16**
	Review Standards:	**0**	**8**	**17**	**39**

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2nd Grade	ELA CCSS			Q1
RL.2	**Reading - Literature**	**RI.2**	**Reading - Informational Text**	
RL.2.1	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	P
RL.2.2	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	I
RL.2.3	**Describe how characters in a story respond to major events and challenges.**	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	P
RL.2.4	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	I
RL.2.5	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	I
RL.2.6	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	I
RL.2.7	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	I
RL.2.8	RL.2.8 not applicable to literature	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	
RL.2.9	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	I
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RF.2	**Reading - Foundational Skills**			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			I
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			P
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			I
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			I
RF.2.3d	Decode words with common prefixes and suffixes.			I
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			I
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			I
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			I
RF.2.4a	Read on-level text with purpose and understanding.			I
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			I
W.2	**Writing**			
W.2.1	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and,**			I
W.2.2	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**			I
W.2.3	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal**			P
W.2.4	Begins in grade 3			
W.2.5	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**			I
W.2.6	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**			I
W.2.7	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**			I
W.2.8	**Recall information from experiences or gather information from provided sources to answer a question.**			I
W.2.9	Begins in grade 4			
W.2.10	Begins in grade 3			
SL.2	**Speaking and Listening**			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			

SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
L.2	**Language**	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	P
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	P
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	P
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	I
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	P
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.2.2a	Capitalize holidays, product names, and geographic names.	I
L.2.2b	Use commas in greetings and closings of letters.	I
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	I
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I
L.2.3a	Compare formal and informal uses of English	I
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	I
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	I
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	I
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	I
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are	I
	New Standards:	**10**
	Review Standards:	**0**

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2nd Grade	ELA CCSS			Q2
RL.2	**Reading - Literature**	**RI.2**	**Reading - Informational Text**	
RL.2.1	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	P
RL.2.2	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	P
RL.2.3	**Describe how characters in a story respond to major events and challenges.**	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	P
RL.2.4	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	I
RL.2.5	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	I
RL.2.6	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	I
RL.2.7	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	I
RL.2.8	RL.2.8 not applicable to literature	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	P
RL.2.9	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	I
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RF.2	**Reading - Foundational Skills**			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			I
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			P
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			I
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			I
RF.2.3d	Decode words with common prefixes and suffixes.			I
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			I
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			I
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			I
RF.2.4a	Read on-level text with purpose and understanding.			I
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			I
W.2	**Writing**			
W.2.1	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and,**			P
W.2.2	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**			I
W.2.3	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal**			
W.2.4	Begins in grade 3			
W.2.5	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**			P
W.2.6	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**			P
W.2.7	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**			I
W.2.8	**Recall information from experiences or gather information from provided sources to answer a question.**			I
W.2.9	Begins in grade 4			
W.2.10	Begins in grade 3			
SL.2	**Speaking and Listening**			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			

SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
L.2	**Language**	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.2.1a	Use collective nouns (e.g., group).	
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	P
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	P
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	P
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.2.2a	Capitalize holidays, product names, and geographic names.	P
L.2.2b	Use commas in greetings and closings of letters.	P
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	P
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	P
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I
L.2.3a	Compare formal and informal uses of English	I
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	I
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	I
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	I
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	I
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	I
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	P
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	P
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	I
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are	P
	New Standards:	**16**
	Review Standards:	**8**

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2nd Grade	ELA CCSS			Q3
RL.2	**Reading - Literature**	**RI.2**	**Reading - Informational Text**	
RL.2.1	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	P
RL.2.2	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	P
RL.2.3	**Describe how characters in a story respond to major events and challenges.**	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	P
RL.2.4	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	P
RL.2.5	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	P
RL.2.6	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	I
RL.2.7	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	P
RL.2.8	RL.2.8 not applicable to literature	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	P
RL.2.9	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	P
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RF.2	**Reading - Foundational Skills**			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			I
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			P
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			P
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			P
RF.2.3d	Decode words with common prefixes and suffixes.			P
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			P
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			P
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.2.4a	Read on-level text with purpose and understanding.			P
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			P
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.2	**Writing**			
W.2.1	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and,**			
W.2.2	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**			P
W.2.3	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal**			
W.2.4	Begins in grade 3			
W.2.5	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**			P
W.2.6	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**			P
W.2.7	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**			
W.2.8	**Recall information from experiences or gather information from provided sources to answer a question.**			P
W.2.9	Begins in grade 4			
W.2.10	Begins in grade 3			
SL.2	**Speaking and Listening**			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			I

SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	I
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	I
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I
L.2	**Language**	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.2.1a	Use collective nouns (e.g., group).	
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.2.2a	Capitalize holidays, product names, and geographic names.	P
L.2.2b	Use commas in greetings and closings of letters.	P
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	P
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	P
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	P
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.2.3a	Compare formal and informal uses of English	P
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	P
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	P
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	P
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	P
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	P
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	P
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	P
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are	
	New Standards:	**26**
	Review Standards:	**17**

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2nd Grade	ELA CCSS			Q4
RL.2	**Reading - Literature**	**RI.2**	**Reading - Informational Text**	
RL.2.1	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**RI.2.1**	**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	P
RL.2.2	**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**	**RI.2.2**	**Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	P
RL.2.3	**Describe how characters in a story respond to major events and challenges.**	**RI.2.3**	**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	P
RL.2.4	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**RI.2.4**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	P
RL.2.5	**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**RI.2.5**	**Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	P
RL.2.6	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**RI.2.6**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	P
RL.2.7	**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**	**RI.2.7**	**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**	P
RL.2.8	RL.2.8 not applicable to literature	**RI.2.8**	**Describe how reasons support specific points the author makes in a text.**	P
RL.2.9	**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**	**RI.2.9**	**Compare and contrast the most important points presented by two texts on the same topic.**	P
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	P
RF.2	**Reading - Foundational Skills**			
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			P
RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			P
RF.2.3c	Decode regularly spelled two-syllable words with long vowels.			P
RF.2.3d	Decode words with common prefixes and suffixes.			P
RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.			P
RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.			P
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.2.4a	Read on-level text with purpose and understanding.			P
RF.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			P
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.2	**Writing**			
W.2.1	**Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and,**			P
W.2.2	**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**			
W.2.3	**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal**			
W.2.4	Begins in grade 3			
W.2.5	**With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**			P
W.2.6	**With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**			P
W.2.7	**Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**			P
W.2.8	**Recall information from experiences or gather information from provided sources to answer a question.**			P
W.2.9	Begins in grade 4			
W.2.10	Begins in grade 3			
SL.2	**Speaking and Listening**			
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			P

SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	P
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	P
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	P
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	P
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	P
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	P
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	P
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	P
L.2	**Language**	
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.2.1a	Use collective nouns (e.g., group).	
L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	
L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	
L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	
L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the	
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.2.2a	Capitalize holidays, product names, and geographic names.	P
L.2.2b	Use commas in greetings and closings of letters.	P
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	P
L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	P
L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	P
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.2.3a	Compare formal and informal uses of English	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	
L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	P
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	
L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	P
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are	P
	New Standards:	**16**
	Review Standards:	**39**

3rd Grade	ELA CCSS	
RL.3	**Reading - Literature**	**RI.3**
RL.3.1	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RI.3.1**
RL.3.2	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	**RI.3.2**
RL.3.3	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**RI.3.3**
RL.3.4	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	**RI.3.4**
RL.3.5	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**RI.3.5**
RL.3.6	**Distinguish their own point of view from that of the narrator or those of the characters.**	**RI.3.6**
RL.3.7	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	**RI.3.7**
RL.3.8	(not applicable to literature)	**RI.3.8**
RL.3.9	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	**RI.3.9**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10
RF.3	**Reading - Foundational Skills**	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	

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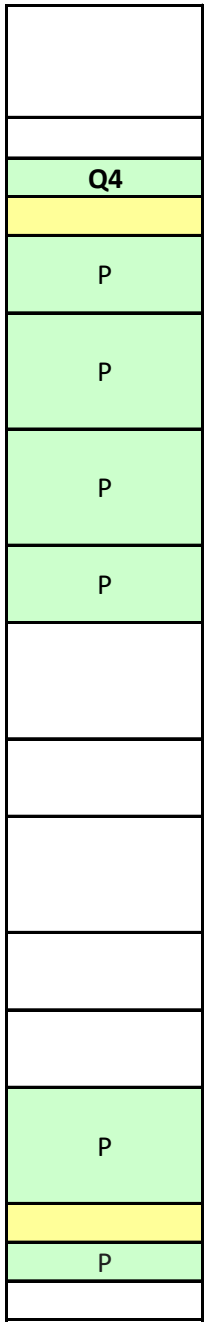
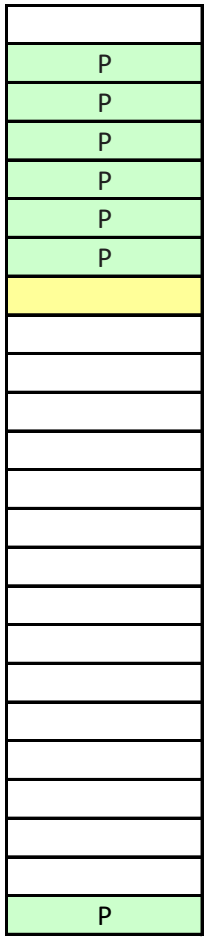
	Q1	Q2	Q3
Reading - Informational Text			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	P	P	P
Determine the main idea of a text; recount the key details and explain how they support the main idea.	P	P	P
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	P	P	P
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	P	P	P
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I	P	
Distinguish their own point of view from that of the author of a text.	I	P	P
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I	I	P
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		P	
Compare and contrast the most important points and key details presented in two texts on the same topic.	I	I	P
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	I	I	I
	P	P	P
	I	P	


Q4
P
P
P
P
P
P

RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3	**Writing**
W.3.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structur**
W.3.1b	**Provide reasons that support the opinion.**
W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reaso**
W.3.1d	**Provide a concluding statement or section.**
W.3.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding com**
W.3.2b	**Develop the topic with facts, definitions, and details.**
W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of i**
W.3.2d	**Provide a concluding statement or section.**
W.3.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive**
W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds**
W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sho**
W.3.3c	**Use temporal words and phrases to signal event order.**
W.3.3d	**Provide a sense of closure.**
W.3.4	**With guidance and support from adults, produce writing in which the development and organization are**

	I	I	P
	P	P	P
	I	I	I
	I	I	I
	I	I	I
gs	I	I	I
	P	P	P
	I	I	P
e that lists reasons.	I	I	P
	I	I	P
ns.	I	I	P
	I	I	P
	I	P	
prehension.	I	P	
	I	P	
nformation.	I	P	
	I	P	
details, and clear event sequences.	P		
naturally.	P		
ow the response of characters to situations.	P		
	P		
	P		
appropriate to task and purpose.	I	I	P


P
P
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P

W.3.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning**
W.3.6	**With guidance and support from adults, use technology to produce and publish writing (using keyboardin**
W.3.7	**Conduct short research projects that build knowledge about a topic.**
W.3.8	**Recall information from experiences or gather information from print and digital sources; take brief note**
W.3.9	W.3.09 begins in grade 4
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time fra
SL.3	**Speaking and Listening**
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with div
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to t
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse m
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descrip
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
L.3	**Language**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speakin
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in par
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending o
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling whe
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

, revising, and editing.	I	I	P
g skills) as well as to interact and collaborate with others.	I	I	P
		I	I
s on sources and sort evidence into provided categories.	I	P	
mes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	P	P	P
erse partners on grade 3 topics and texts, building on others' ideas and expressing their own	I	I	P
and other information known about the topic to explore ideas under discussion.	I	I	P
care, speaking one at a time about the topics and texts under discussion).	I	I	P
he remarks of others.	I	I	P
	I	I	P
edia and formats, including visually, quantitatively, and orally.	I	I	P
	P	P	P
tive details, speaking clearly at an understandable pace.	I	P	
pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		I	P
clarification.	P	P	P
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ticular sentences.	I	P	
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n what is to be modified.	I	I	I
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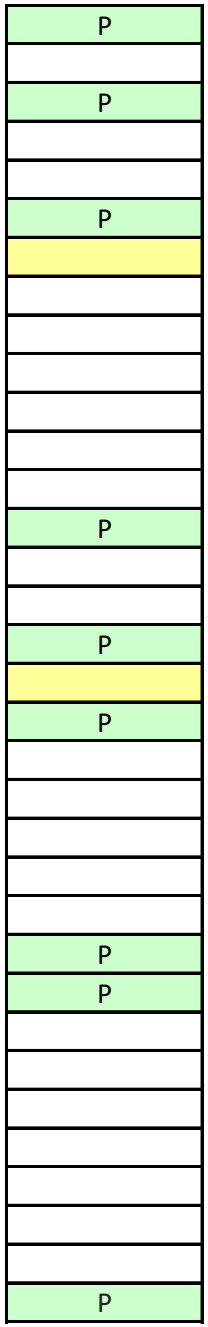
(e.g., sitting, smiled, cries, happiness).	I	I	I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L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, en
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 re
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agree
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, c
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpfu
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific word

ding rules, meaningful word parts) in writing words.	I	I	I
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ading and content, choosing flexibly from a range of strategies.	I	I	P
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able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	I	P	
ompanion).	I	I	I
of key words and phrases.	I	P	
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g., knew, believed, suspected, heard, wondered).	I	I	I
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P	P	P
New Standards:	**22**	**25**	**26**
Review Standards:	**0**	**15**	**16**

P
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		2019-20 Quarterly Pac
3rd Grade	**ELA CCSS**	
RL.3	**Reading - Literature**	**RI.3**
RL.3.1	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RI.3.1**
RL.3.2	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	**RI.3.2**
RL.3.3	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**RI.3.3**
RL.3.4	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	**RI.3.4**
RL.3.5	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**RI.3.5**
RL.3.6	**Distinguish their own point of view from that of the narrator or those of the characters.**	**RI.3.6**
RL.3.7	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	**RI.3.7**
RL.3.8	(not applicable to literature)	**RI.3.8**
RL.3.9	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	**RI.3.9**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10
RF.3	**Reading - Foundational Skills**	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	

THE LEONA GROUP

ing Guide

	Q1
Reading - Informational Text	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	P
Determine the main idea of a text; recount the key details and explain how they support the main idea.	P
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	P
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	P
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I
Distinguish their own point of view from that of the author of a text.	I
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Compare and contrast the most important points and key details presented in two texts on the same topic.	I
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	I
	P
	I

RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3	**Writing**
W.3.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structur**
W.3.1b	**Provide reasons that support the opinion.**
W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reaso**
W.3.1d	**Provide a concluding statement or section.**
W.3.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding com**
W.3.2b	**Develop the topic with facts, definitions, and details.**
W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of i**
W.3.2d	**Provide a concluding statement or section.**
W.3.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive**
W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds**
W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sho**
W.3.3c	**Use temporal words and phrases to signal event order.**
W.3.3d	**Provide a sense of closure.**
W.3.4	**With guidance and support from adults, produce writing in which the development and organization are**

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details, and clear event sequences.	P
naturally.	P
w the response of characters to situations.	P
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appropriate to task and purpose.	I

W.3.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning**
W.3.6	**With guidance and support from adults, use technology to produce and publish writing (using keyboardin**
W.3.7	**Conduct short research projects that build knowledge about a topic.**
W.3.8	**Recall information from experiences or gather information from print and digital sources; take brief note**
W.3.9	W.3.09 begins in grade 4
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time fra
SL.3	**Speaking and Listening**
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with div
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to t
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse m
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descrip
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
L.3	**Language**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speakin
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in par
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending o
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling whe
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

, revising, and editing.	I
g skills) as well as to interact and collaborate with others.	I
s on sources and sort evidence into provided categories.	I
mes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	P
erse partners on grade 3 topics and texts, building on others' ideas and expressing their own	I
and other information known about the topic to explore ideas under discussion.	I
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pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
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(e.g., sitting, smiled, cries, happiness).	I

L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, en
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpfu
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific word

ding rules, meaningful word parts) in writing words.	I
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ading and content, choosing flexibly from a range of strategies.	I
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able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	I
ompanion).	I
of key words and phrases.	I
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g., knew, believed, suspected, heard, wondered).	I
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	**22**
Review Standards:	**0**

		2019-20 Quarterly Pac
3rd Grade	**ELA CCSS**	
RL.3	**Reading - Literature**	**RI.3**
RL.3.1	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RI.3.1**
RL.3.2	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	**RI.3.2**
RL.3.3	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**RI.3.3**
RL.3.4	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	**RI.3.4**
RL.3.5	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**RI.3.5**
RL.3.6	**Distinguish their own point of view from that of the narrator or those of the characters.**	**RI.3.6**
RL.3.7	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	**RI.3.7**
RL.3.8	(not applicable to literature)	**RI.3.8**
RL.3.9	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	**RI.3.9**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10
RF.3	**Reading - Foundational Skills**	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	

THE LEONA GROUP

ing Guide

	Q2
Reading - Informational Text	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	P
Determine the main idea of a text; recount the key details and explain how they support the main idea.	P
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	P
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	P
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	P
Distinguish their own point of view from that of the author of a text.	P
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	P
Compare and contrast the most important points and key details presented in two texts on the same topic.	I
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	I
	P
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RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3	**Writing**
W.3.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structur**
W.3.1b	**Provide reasons that support the opinion.**
W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reaso**
W.3.1d	**Provide a concluding statement or section.**
W.3.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding com**
W.3.2b	**Develop the topic with facts, definitions, and details.**
W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of i**
W.3.2d	**Provide a concluding statement or section.**
W.3.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive**
W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds**
W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sho**
W.3.3c	**Use temporal words and phrases to signal event order.**
W.3.3d	**Provide a sense of closure.**
W.3.4	**With guidance and support from adults, produce writing in which the development and organization are**

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w the response of characters to situations.	
appropriate to task and purpose.	I

W.3.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning**
W.3.6	**With guidance and support from adults, use technology to produce and publish writing (using keyboardin**
W.3.7	**Conduct short research projects that build knowledge about a topic.**
W.3.8	**Recall information from experiences or gather information from print and digital sources; take brief note**
W.3.9	W.3.09 begins in grade 4
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time fra
SL.3	**Speaking and Listening**
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with div
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
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L.3	**Language**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speakin
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in par
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending o
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling whe
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

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g skills) as well as to interact and collaborate with others.	I
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s on sources and sort evidence into provided categories.	P
mes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	P
erse partners on grade 3 topics and texts, building on others' ideas and expressing their own	I
and other information known about the topic to explore ideas under discussion.	I
are, speaking one at a time about the topics and texts under discussion).	I
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tive details, speaking clearly at an understandable pace.	P
pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	I
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(e.g., sitting, smiled, cries, happiness).	I

L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, en
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
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L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
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L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, c
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpfu
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific word

ding rules, meaningful word parts) in writing words.	I
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ading and content, choosing flexibly from a range of strategies.	I
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able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	P
ompanion).	I
of key words and phrases.	P
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g., knew, believed, suspected, heard, wondered).	I
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	**25**
Review Standards:	**15**

		2019-20 Quarterly Pac
3rd Grade	**ELA CCSS**	
RL.3	**Reading - Literature**	**RI.3**
RL.3.1	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RI.3.1**
RL.3.2	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	**RI.3.2**
RL.3.3	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**RI.3.3**
RL.3.4	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	**RI.3.4**
RL.3.5	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**RI.3.5**
RL.3.6	**Distinguish their own point of view from that of the narrator or those of the characters.**	**RI.3.6**
RL.3.7	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	**RI.3.7**
RL.3.8	(not applicable to literature)	**RI.3.8**
RL.3.9	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	**RI.3.9**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10
RF.3	**Reading - Foundational Skills**	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	

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ing Guide

	Q3
Reading - Informational Text	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	P
Determine the main idea of a text; recount the key details and explain how they support the main idea.	P
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	P
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	P
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
Distinguish their own point of view from that of the author of a text.	P
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	P
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Compare and contrast the most important points and key details presented in two texts on the same topic.	P
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	I
	P

RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3	**Writing**
W.3.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structur**
W.3.1b	**Provide reasons that support the opinion.**
W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reaso**
W.3.1d	**Provide a concluding statement or section.**
W.3.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding com**
W.3.2b	**Develop the topic with facts, definitions, and details.**
W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of i**
W.3.2d	**Provide a concluding statement or section.**
W.3.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive**
W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds**
W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sho**
W.3.3c	**Use temporal words and phrases to signal event order.**
W.3.3d	**Provide a sense of closure.**
W.3.4	**With guidance and support from adults, produce writing in which the development and organization are**

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details, and clear event sequences.	
naturally.	
w the response of characters to situations.	
appropriate to task and purpose.	P

W.3.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning**
W.3.6	**With guidance and support from adults, use technology to produce and publish writing (using keyboardin**
W.3.7	**Conduct short research projects that build knowledge about a topic.**
W.3.8	**Recall information from experiences or gather information from print and digital sources; take brief note**
W.3.9	W.3.09 begins in grade 4
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time fra
SL.3	**Speaking and Listening**
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with div
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to t
SL.3.1d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse m
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descrip
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
L.3	**Language**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speakin
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in par
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending o
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling whe
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

, revising, and editing.	P
g skills) as well as to interact and collaborate with others.	P
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s on sources and sort evidence into provided categories.	
mes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and	P
erse partners on grade 3 topics and texts, building on others' ideas and expressing their own	P
and other information known about the topic to explore ideas under discussion.	P
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en writing.	
(e.g., sitting, smiled, cries, happiness).	I

L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, en
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 re
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agree
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, c
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpfu
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific word

ding rules, meaningful word parts) in writing words.	I
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ading and content, choosing flexibly from a range of strategies.	P
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able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
ompanion).	I
of key words and phrases.	
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g., knew, believed, suspected, heard, wondered).	I
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	**26**
Review Standards:	**16**

		2019-20 Quarterly Pac
3rd Grade	**ELA CCSS**	
RL.3	**Reading - Literature**	**RI.3**
RL.3.1	**Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**RI.3.1**
RL.3.2	**Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**	**RI.3.2**
RL.3.3	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**RI.3.3**
RL.3.4	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**	**RI.3.4**
RL.3.5	**Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**RI.3.5**
RL.3.6	**Distinguish their own point of view from that of the narrator or those of the characters.**	**RI.3.6**
RL.3.7	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**	**RI.3.7**
RL.3.8	(not applicable to literature)	**RI.3.8**
RL.3.9	**Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).**	**RI.3.9**
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10
RF.3	**Reading - Foundational Skills**	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	

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	Q4
Reading - Informational Text	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	P
Determine the main idea of a text; recount the key details and explain how they support the main idea.	P
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	P
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	P
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
Distinguish their own point of view from that of the author of a text.	
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Compare and contrast the most important points and key details presented in two texts on the same topic.	
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	P
	P

RF.3.3b	Decode words with common Latin suffixes.
RF.3.3c	Decode multisyllable words.
RF.3.3d	Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4a	Read on-level text with purpose and understanding.
RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3	**Writing**
W.3.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons.**
W.3.1a	**Introduce the topic or text they are writing about, state an opinion, and create an organizational structur**
W.3.1b	**Provide reasons that support the opinion.**
W.3.1c	**Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reaso**
W.3.1d	**Provide a concluding statement or section.**
W.3.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
W.3.2a	**Introduce a topic and group related information together; include illustrations when useful to aiding com**
W.3.2b	**Develop the topic with facts, definitions, and details.**
W.3.2c	**Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of i**
W.3.2d	**Provide a concluding statement or section.**
W.3.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive**
W.3.3a	**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds**
W.3.3b	**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sho**
W.3.3c	**Use temporal words and phrases to signal event order.**
W.3.3d	**Provide a sense of closure.**
W.3.4	**With guidance and support from adults, produce writing in which the development and organization are**

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w the response of characters to situations.	
appropriate to task and purpose.	P

W.3.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning**
W.3.6	**With guidance and support from adults, use technology to produce and publish writing (using keyboardin**
W.3.7	**Conduct short research projects that build knowledge about a topic.**
W.3.8	**Recall information from experiences or gather information from print and digital sources; take brief note**
W.3.9	W.3.09 begins in grade 4
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time fra
SL.3	**Speaking and Listening**
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with div
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to t
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SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse m
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SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descrip
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SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
L.3	**Language**
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speakin
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in par
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending o
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling whe
L.3.2a	Capitalize appropriate words in titles.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2d	Form and use possessives.
L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

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pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
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en writing.	
(e.g., sitting, smiled, cries, happiness).	P

L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, en
L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 re
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agree
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, c
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpfu
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific word

ding rules, meaningful word parts) in writing words.	P
ading and content, choosing flexibly from a range of strategies.	
	P
able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
ompanion).	P
of key words and phrases.	
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g., knew, believed, suspected, heard, wondered).	P
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	**17**
Review Standards:	**18**

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4th Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.4	**Reading - Literature**	**RI.4**	**Reading - Informational Text**				
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	P	P	P	P
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	P	P	P	P
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	P	P	P	P
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	P	P	P	P
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I	P		
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	I	P	P	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	I	I	P	
RL.4.8	(not applicable to literature)	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.		P		
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I	I	P	
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	I	I	P
RF.4	**Reading - Foundational Skills**						
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P	P	P	P
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			P	P	P	P
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			P	P	P	P
RF.4.4a	Read on-level text with purpose and understanding.			I	I	I	P
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I	I	I	P
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P	P	P	P
W.4	**Writing**						
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			I	I	P	
W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.			I	I	P	
W.4.1b	Provide reasons that are supported by facts and details.			I	I	P	
W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).			I	I	P	
W.4.1d	Provide a concluding statement or section related to the opinion presented.			I	I	P	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			I	P		
W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			I	P		
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			I	P		
W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).			I	P		
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			I	P		
W.4.2e	Provide a concluding statement or section related to the information or explanation presented.			I	P		
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			P			
W.4.3a	Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			P			
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.			P			
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.			P			
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			P			
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.			P			
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			I	I	P	P
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			I	I	P	P
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of			I	I	P	P
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			I	I	P	
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			I	P		
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			I	I	I	P
W.4.9a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").			I	I	I	P
W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").			I	I	I	P
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			P	P	P	P
SL.4	**Speaking and Listening**						
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			I	I	P	
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			I	I	P	
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.			I	I	P	
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			I	I	P	
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			I	I	P	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			I	I	P	
SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.			P	P	P	P
SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable			I	P		
SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			I	P		
SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task			P	P	P	P
L.4	**Language**						

L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	I	P	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	I	I	P	
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	I	I	P	
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	I	I	P	
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	I	I	P	
L.4.1e	Form and use prepositional phrases.	I	I	P	
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	P	P	P	P
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	I	I	P	
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	I	I	P
L.4.2a	Use correct capitalization.	I	P		
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	I	P		
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	I	P		
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	I	I	I	P
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P	P	P	P
L.4.3a	Choose words and phrases to convey ideas precisely.	P	P	P	P
L.4.3b	Choose punctuation for effect.	P	P	P	P
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	P	P		
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	I	I	P	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I	I	I	P
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	I	I	I	P
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	I	P		
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	P	P	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	I	P	P	
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I	I	I	P
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I	I	I	P
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	P	P	P	P
	New Standards:	**27**	**21**	**27**	**13**
	Review Standards:	**0**	**21**	**24**	**23**

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4th Grade	ELA CCSS			Q1
RL.4	**Reading - Literature**	**RI.4**	**Reading - Informational Text**	
RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	P
RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	P
RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	P
RL.4.5	**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	**RI.4.5**	**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	I
RL.4.6	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	I
RL.4.7	**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**	**RI.4.7**	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	I
RL.4.8	(not applicable to literature)	**RI.4.8**	**Explain how an author uses reasons and evidence to support particular points in a text.**	
RL.4.9	**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**	**RI.4.9**	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	I
RL.4.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	**RI.4.10**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	I
RF.4	**Reading - Foundational Skills**			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			P
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.4.4a	Read on-level text with purpose and understanding.			I
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.4	**Writing**			
W.4.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			I
W.4.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**			I
W.4.1b	**Provide reasons that are supported by facts and details.**			I
W.4.1c	**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**			I
W.4.1d	**Provide a concluding statement or section related to the opinion presented.**			I
W.4.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			I
W.4.2a	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			I
W.4.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			I
W.4.2c	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**			I
W.4.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			I
W.4.2e	**Provide a concluding statement or section related to the information or explanation presented.**			I
W.4.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			P
W.4.3a	**Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			P
W.4.3b	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.**			P
W.4.3c	**Use a variety of transitional words and phrases to manage the sequence of events.**			P
W.4.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			P
W.4.3e	**Provide a conclusion that follows from the narrated experiences or events.**			P
W.4.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			I
W.4.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**			I
W.4.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of**			I

W.4.7	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	I
W.4.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**	I
W.4.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.4.9a	**Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").**	I
W.4.9b	**Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**	I
W.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	P
SL.4	**Speaking and Listening**	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	I
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	I
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	I
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I
SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	P
SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	I
SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	I
SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task	P
L.4	**Language**	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	I
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	I
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	I
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	I
L.4.1e	Form and use prepositional phrases.	I
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	P
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	I
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.4.2a	Use correct capitalization.	I
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	I
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	I
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	I
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.4.3a	Choose words and phrases to convey ideas precisely.	P
L.4.3b	Choose punctuation for effect.	P
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	P
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	I
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	I
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	I
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	I
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	P
	New Standards:	**27**
	Review Standards:	**0**

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4th Grade	ELA CCSS			Q2
RL.4	**Reading - Literature**	**RI.4**	**Reading - Informational Text**	
RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	P
RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	P
RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	P
RL.4.5	**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	**RI.4.5**	**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	P
RL.4.6	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	P
RL.4.7	**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**	**RI.4.7**	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	I
RL.4.8	(not applicable to literature)	**RI.4.8**	**Explain how an author uses reasons and evidence to support particular points in a text.**	P
RL.4.9	**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**	**RI.4.9**	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	I
RL.4.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	**RI.4.10**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	I
RF.4	**Reading - Foundational Skills**			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			P
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.4.4a	Read on-level text with purpose and understanding.			I
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.4	**Writing**			
W.4.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			I
W.4.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**			I
W.4.1b	**Provide reasons that are supported by facts and details.**			I
W.4.1c	**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**			I
W.4.1d	**Provide a concluding statement or section related to the opinion presented.**			I
W.4.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			P
W.4.2a	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			P
W.4.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			P
W.4.2c	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**			P
W.4.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			P
W.4.2e	**Provide a concluding statement or section related to the information or explanation presented.**			P
W.4.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.4.3a	**Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.4.3b	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.**			
W.4.3c	**Use a variety of transitional words and phrases to manage the sequence of events.**			
W.4.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.4.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.4.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			I
W.4.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**			I
W.4.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of**			I

W.4.7	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	I
W.4.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**	P
W.4.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.4.9a	**Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").**	I
W.4.9b	**Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**	I
W.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	P
SL.4	**Speaking and Listening**	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	I
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	I
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	I
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	I
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I
SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	P
SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	P
SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	P
SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task	P
L.4	**Language**	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	I
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	I
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	I
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	I
L.4.1e	Form and use prepositional phrases.	I
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	P
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	I
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.4.2a	Use correct capitalization.	P
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	P
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	P
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	I
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.4.3a	Choose words and phrases to convey ideas precisely.	P
L.4.3b	Choose punctuation for effect.	P
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	P
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	I
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	I
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	P
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	P
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	P
	New Standards:	**21**
	Review Standards:	**21**

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4th Grade	ELA CCSS			Q3
RL.4	**Reading - Literature**	**RI.4**	**Reading - Informational Text**	
RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	P
RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	P
RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	P
RL.4.5	**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	**RI.4.5**	**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	
RL.4.6	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	P
RL.4.7	**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**	**RI.4.7**	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	P
RL.4.8	(not applicable to literature)	**RI.4.8**	**Explain how an author uses reasons and evidence to support particular points in a text.**	
RL.4.9	**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**	**RI.4.9**	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	P
RL.4.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	**RI.4.10**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	I
RF.4	**Reading - Foundational Skills**			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			P
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.4.4a	Read on-level text with purpose and understanding.			I
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.4	**Writing**			
W.4.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			P
W.4.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**			P
W.4.1b	**Provide reasons that are supported by facts and details.**			P
W.4.1c	**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**			P
W.4.1d	**Provide a concluding statement or section related to the opinion presented.**			P
W.4.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			
W.4.2a	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			
W.4.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
W.4.2c	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**			
W.4.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
W.4.2e	**Provide a concluding statement or section related to the information or explanation presented.**			
W.4.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.4.3a	**Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.4.3b	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.**			
W.4.3c	**Use a variety of transitional words and phrases to manage the sequence of events.**			
W.4.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.4.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.4.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			P
W.4.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**			P
W.4.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of**			P

W.4.7	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	P
W.4.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**	
W.4.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.4.9a	**Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").**	I
W.4.9b	**Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**	I
W.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	P
SL.4	**Speaking and Listening**	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	P
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	P
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	P
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	P
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	P
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	P
SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	P
SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	
SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task	P
L.4	**Language**	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	P
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	P
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	P
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	P
L.4.1e	Form and use prepositional phrases.	P
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	P
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	P
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.4.2a	Use correct capitalization.	
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	I
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.4.3a	Choose words and phrases to convey ideas precisely.	P
L.4.3b	Choose punctuation for effect.	P
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	P
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	I
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	I
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	P
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	I
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	P
	New Standards:	**27**
	Review Standards:	**24**

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4th Grade	ELA CCSS			Q4
RL.4	**Reading - Literature**	**RI.4**	**Reading - Informational Text**	
RL.4.1	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.4.1**	**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.4.2	**Determine a theme of a story, drama, or poem from details in the text; summarize the text.**	**RI.4.2**	**Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	P
RL.4.3	**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	**RI.4.3**	**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	P
RL.4.4	**Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	**RI.4.4**	**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**	P
RL.4.5	**Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	**RI.4.5**	**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	
RL.4.6	**Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	**RI.4.6**	**Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	
RL.4.7	**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**	**RI.4.7**	**Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**	
RL.4.8	(not applicable to literature)	**RI.4.8**	**Explain how an author uses reasons and evidence to support particular points in a text.**	
RL.4.9	**Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.**	**RI.4.9**	**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**	
RL.4.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	**RI.4.10**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**	P
RF.4	**Reading - Foundational Skills**			
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.			P
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			P
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.4.4a	Read on-level text with purpose and understanding.			P
RF.4.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			P
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.4	**Writing**			
W.4.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			
W.4.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.**			
W.4.1b	**Provide reasons that are supported by facts and details.**			
W.4.1c	**Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**			
W.4.1d	**Provide a concluding statement or section related to the opinion presented.**			
W.4.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			
W.4.2a	**Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**			
W.4.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
W.4.2c	**Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).**			
W.4.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
W.4.2e	**Provide a concluding statement or section related to the information or explanation presented.**			
W.4.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.4.3a	**Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.4.3b	**Use dialogue and description to develop experiences and events or show the responses of characters to situations.**			
W.4.3c	**Use a variety of transitional words and phrases to manage the sequence of events.**			
W.4.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.4.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.4.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			P
W.4.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**			P
W.4.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of**			P

W.4.7	**Conduct short research projects that build knowledge through investigation of different aspects of a topic.**	
W.4.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.**	
W.4.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.4.9a	**Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). **	P
W.4.9b	**Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").**	P
W.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**	P
SL.4	**Speaking and Listening**	
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
SL.4. 3	Identify the reasons and evidence a speaker provides to support particular points.	P
SL.4. 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an	
SL.4. 5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	
SL.4. 6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task	P
L.4	**Language**	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
L.4.1e	Form and use prepositional phrases.	
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	P
L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).	
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.4.2a	Use correct capitalization.	
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	P
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.4.3a	Choose words and phrases to convey ideas precisely.	P
L.4.3b	Choose punctuation for effect.	P
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	P
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	P
L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	P
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	P
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)	P
	New Standards:	**13**
	Review Standards:	**23**

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5th Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.5	**Reading - Literature**	**RI.5**	**Reading - Informational Text**				
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	P	P	P	P
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	P	P	P	P
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	P	P	P	P
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	P	P	P	P
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	I	P		
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I	P	P	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	I	I	P	
RL.5.8	(Not applicable to literature)	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		P		
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I	I	P	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	I	I	I	P
RF.5	**Reading - Foundational Skills**						
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and			P	P	P	P
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			P	P	P	P
RF.5.4a	Read on-level text with purpose and understanding.			P	P	P	P
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I	I	I	P
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P	P	P	P
W.5	**Writing**						
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				I	P	
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				I	P	
W.5.1b	Provide logically ordered reasons that are supported by facts and details.				I	P	
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).				I	P	
W.5.1d	Provide a concluding statement or section related to the opinion presented.				I	P	
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			I	P		
W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding			I	P		
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			I	P		
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).			I	P		
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			I	P		
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.			I	P		
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			P			
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			P			
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			P			
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			P			
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			P			
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.			P			
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			I	P		
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			I	P		
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient			I	I	P	P
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			I	I	P	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of			I	P		
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and			I	I	I	P
W.5.9a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how			I	I	I	P
W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support			I	I	I	P
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and			P	P	P	P
SL.5	**Speaking and Listening**						
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own			I	I	P	
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			I	I	P	
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.			I	I	P	
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			I	I	P	
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			I	I	P	
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			I	I	P	

SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	P	P	P	P
SL.5.4	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	P		P	
SL.5.5	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	I	P		
SL.5.6	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	P	P	P	P
L.5	**Language**				
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	I	P	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	I	I	P	
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	I	I	P	
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	I		P	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	I	I	P	
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	I	I	P	
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	I	I	P
L.5.2a	Use punctuation to separate items in a series.	I	P		
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	I	P		
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	I	P		
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	I	I	P	
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	I	I	I	P
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P	P	P	P
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	P	P	P	P
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	P	P	P	P
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	I	I	P	
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	I	I	P	
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	I	I	I	P
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	I	P		
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P	P		
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	P	P		
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I	I	I	P
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I	I	I	P
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,	P	P	P	P
	New Standards:	**28**	**18**	**23**	**17**
	Review Standards:	**0**	**22**	**22**	**20**

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5th Grade	ELA CCSS			Q1
RL.5	**Reading - Literature**	**RI.5**	**Reading - Informational Text**	
RL.5.1	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.5.2	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	P
RL.5.3	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	P
RL.5.4	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	P
RL.5.5	**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**	**RI.5.5**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**	I
RL.5.6	**Describe how a narrator's or speaker's point of view influences how events are described.**	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	I
RL.5.7	**Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**	**RI.5.7**	**Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	I
RL.5.8	(Not applicable to literature)	**RI.5.8**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	
RL.5.9	**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	**RI.5.9**	**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	I
RL.5.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**	**RI.5.10**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**	I
RF.5	**Reading - Foundational Skills**			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and			P
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.5.4a	Read on-level text with purpose and understanding.			P
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.5	**Writing**			
W.5.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			
W.5.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**			
W.5.1b	**Provide logically ordered reasons that are supported by facts and details.**			
W.5.1c	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**			
W.5.1d	**Provide a concluding statement or section related to the opinion presented.**			
W.5.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			I
W.5.2a	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding**			I
W.5.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			I
W.5.2c	**Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**			I
W.5.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			I
W.5.2e	**Provide a concluding statement or section related to the information or explanation presented.**			I
W.5.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			P
W.5.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			P
W.5.3b	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**			P
W.5.3c	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**			P
W.5.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			P
W.5.3e	**Provide a conclusion that follows from the narrated experiences or events.**			P
W.5.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			I

W.5.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	I
W.5.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient**	I
W.5.7	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	I
W.5.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of**	I
W.5.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons**	I
W.5.9a	**Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how**	I
W.5.9b	**Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support**	I
W.5.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and**	P
SL.5	**Speaking and Listening**	
SL.5.1	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their**	I
SL.5.1a	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**	I
SL.5.1b	**Follow agreed-upon rules for discussions and carry out assigned roles.**	I
SL.5.1c	**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**	I
SL.5.1d	**Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**	I
SL.5.2	**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	I
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	P
SL.5.4	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	P
SL.5.5	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	I
SL.5.6	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	P
L.5	**Language**	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	I
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	I
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	I
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	I
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	I
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.5.2a	Use punctuation to separate items in a series.	I
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	I
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	I
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	I
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	I
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	P
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	P
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	I
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	I
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	I
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	I
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	P
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,	P
	New Standards:	**28**
	Review Standards:	**0**

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5th Grade	ELA CCSS			Q2
RL.5	**Reading - Literature**	**RI.5**	**Reading - Informational Text**	
RL.5.1	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.5.2	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	P
RL.5.3	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	P
RL.5.4	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	P
RL.5.5	**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**	**RI.5.5**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**	P
RL.5.6	**Describe how a narrator's or speaker's point of view influences how events are described.**	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	P
RL.5.7	**Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**	**RI.5.7**	**Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	I
RL.5.8	(Not applicable to literature)	**RI.5.8**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	P
RL.5.9	**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	**RI.5.9**	**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	I
RL.5.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**	**RI.5.10**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**	I
RF.5	**Reading - Foundational Skills**			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and			P
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.5.4a	Read on-level text with purpose and understanding.			P
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.5	**Writing**			
W.5.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			I
W.5.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**			I
W.5.1b	**Provide logically ordered reasons that are supported by facts and details.**			I
W.5.1c	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**			I
W.5.1d	**Provide a concluding statement or section related to the opinion presented.**			I
W.5.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			P
W.5.2a	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding**			P
W.5.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			P
W.5.2c	**Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**			P
W.5.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			P
W.5.2e	**Provide a concluding statement or section related to the information or explanation presented.**			P
W.5.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.5.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.5.3b	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**			
W.5.3c	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**			
W.5.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.5.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.5.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			P

W.5.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	P
W.5.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient**	I
W.5.7	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	I
W.5.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of**	P
W.5.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons**	I
W.5.9a	**Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how**	I
W.5.9b	**Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support**	I
W.5.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and**	P
SL.5	**Speaking and Listening**	
SL.5.1	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their**	I
SL.5.1a	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**	I
SL.5.1b	**Follow agreed-upon rules for discussions and carry out assigned roles.**	I
SL.5.1c	**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**	I
SL.5.1d	**Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**	I
SL.5.2	**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	I
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	P
SL.5.4	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	
SL.5.5	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	P
SL.5.6	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	P
L.5	**Language**	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	I
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	I
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	I
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	I
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.5.2a	Use punctuation to separate items in a series.	P
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	P
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	P
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	I
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	I
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	P
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	P
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	I
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	I
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	I
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	P
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	P
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,	P
	New Standards:	**18**
	Review Standards:	**22**

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5th Grade	ELA CCSS			Q3
RL.5	**Reading - Literature**	**RI.5**	**Reading - Informational Text**	
RL.5.1	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.5.2	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	P
RL.5.3	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	P
RL.5.4	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	P
RL.5.5	**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**	**RI.5.5**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**	
RL.5.6	**Describe how a narrator's or speaker's point of view influences how events are described.**	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	P
RL.5.7	**Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**	**RI.5.7**	**Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	P
RL.5.8	(Not applicable to literature)	**RI.5.8**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	
RL.5.9	**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	**RI.5.9**	**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	P
RL.5.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**	**RI.5.10**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**	I
RF.5	**Reading - Foundational Skills**			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and			P
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.5.4a	Read on-level text with purpose and understanding.			P
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			I
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.5	**Writing**			
W.5.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			P
W.5.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**			P
W.5.1b	**Provide logically ordered reasons that are supported by facts and details.**			P
W.5.1c	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**			P
W.5.1d	**Provide a concluding statement or section related to the opinion presented.**			P
W.5.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			
W.5.2a	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding**			
W.5.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
W.5.2c	**Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**			
W.5.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
W.5.2e	**Provide a concluding statement or section related to the information or explanation presented.**			
W.5.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.5.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.5.3b	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**			
W.5.3c	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**			
W.5.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.5.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.5.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			

W.5.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	
W.5.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient**	P
W.5.7	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	P
W.5.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of**	
W.5.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons**	I
W.5.9a	**Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how**	I
W.5.9b	**Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support**	I
W.5.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and**	P
SL.5	**Speaking and Listening**	
SL.5.1	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their**	P
SL.5.1a	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**	P
SL.5.1b	**Follow agreed-upon rules for discussions and carry out assigned roles.**	P
SL.5.1c	**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**	P
SL.5.1d	**Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**	P
SL.5.2	**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	P
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	P
SL.5.4	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	P
SL.5.5	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	
SL.5.6	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	P
L.5	**Language**	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	P
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	P
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	P
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	P
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	P
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.5.2a	Use punctuation to separate items in a series.	
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	P
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	I
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	P
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	P
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	P
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	P
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	I
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	I
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,	P
	New Standards:	**23**
	Review Standards:	**22**

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5th Grade	ELA CCSS			Q4
RL.5	**Reading - Literature**	**RI.5**	**Reading - Informational Text**	
RL.5.1	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	**RI.5.1**	**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**	P
RL.5.2	**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**	**RI.5.2**	**Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	P
RL.5.3	**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**	**RI.5.3**	**Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**	P
RL.5.4	**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**	**RI.5.4**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**	P
RL.5.5	**Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**	**RI.5.5**	**Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**	
RL.5.6	**Describe how a narrator's or speaker's point of view influences how events are described.**	**RI.5.6**	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	
RL.5.7	**Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**	**RI.5.7**	**Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**	
RL.5.8	(Not applicable to literature)	**RI.5.8**	**Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).**	
RL.5.9	**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	**RI.5.9**	**Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**	
RL.5.10	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**	**RI.5.10**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**	P
RF.5	**Reading - Foundational Skills**			
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and			P
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.			P
RF.5.4a	Read on-level text with purpose and understanding.			P
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			P
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			P
W.5	**Writing**			
W.5.1	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**			
W.5.1a	**Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.**			
W.5.1b	**Provide logically ordered reasons that are supported by facts and details.**			
W.5.1c	**Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).**			
W.5.1d	**Provide a concluding statement or section related to the opinion presented.**			
W.5.2	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**			
W.5.2a	**Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding**			
W.5.2b	**Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**			
W.5.2c	**Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).**			
W.5.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			
W.5.2e	**Provide a concluding statement or section related to the information or explanation presented.**			
W.5.3	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**			
W.5.3a	**Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**			
W.5.3b	**Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.**			
W.5.3c	**Use a variety of transitional words, phrases, and clauses to manage the sequence of events.**			
W.5.3d	**Use concrete words and phrases and sensory details to convey experiences and events precisely.**			
W.5.3e	**Provide a conclusion that follows from the narrated experiences or events.**			
W.5.4	**Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**			

W.5.5	**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**	
W.5.6	**With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient**	P
W.5.7	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**	
W.5.8	**Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of**	
W.5.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons**	P
W.5.9a	**Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how**	P
W.5.9b	**Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support**	P
W.5.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and**	P
SL.5	**Speaking and Listening**	
SL.5.1	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their**	
SL.5.1a	**Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**	
SL.5.1b	**Follow agreed-upon rules for discussions and carry out assigned roles.**	
SL.5.1c	**Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**	
SL.5.1d	**Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**	
SL.5.2	**Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**	
SL.5.3	**Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**	P
SL.5.4	**Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an**	
SL.5.5	**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**	
SL.5.6	**Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.**	P
L.5	**Language**	
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	
L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.5.2a	Use punctuation to separate items in a series.	
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	
L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	P
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	P
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	P
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	P
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	P
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	P
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,	P
	New Standards:	**17**
	Review Standards:	**20**

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6th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.6	Reading - Literature	RI.6	Reading - Informational Text				
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	P	P	P	P
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	P	P	P	P
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	P	P	P	P
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I	P	P	P
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I	P		
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I	I	P	
RL.6.8	(RL.6.8 not applicable to literature)	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			P	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I	I	P	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	I	I	P
W.6	Writing						
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.				P		
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.				P		
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				P		
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				P		
W.6.1d	Establish and maintain a formal style.				P		
W.6.1e	Provide a concluding statement or section that follows from the argument presented.				P		
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant			P			P
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include			P			P
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			P			P
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.			P			P
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P			P
W.6.2e	Establish and maintain a formal style.			P			P
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.			P			P
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			I		P	
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and			I		P	
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			I		P	
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			I		P	
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			I		P	

W.6.3e	**Provide a conclusion that follows from the narrated experiences or events.**	I		P	
W.6.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific**	I		P	
W.6.5	**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new**	I	P		
W.6.6	**Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of**	I	P		
W.6.7	**Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**			I	P
W.6.8	**Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of**			I	P
W.6.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P	P	P	P
W.6.9a	**Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and**	P	P	P	P
W.6.9b	**Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are**	P	P	P	P
W.6.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of**	P	P	P	P
SL.6	**Speaking and Listening**				
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building	P			
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to	P			
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	P			
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	P			
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	P			
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under		I	P	
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		I	P	P
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye		I	P	
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		I	P	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3			I	P
L.6	**Language**				
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		I	P	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		I	P	
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).		I	P	
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*		I	P	
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*		I	P	
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional		I	P	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	I	P	P
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I	P	P	P
L.6.2b	Spell correctly.	I	P		
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		I	I	P
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.		I	I	P
L.6.3b	Maintain consistency in style and tone.		I	I	P
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I	P		
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I	P		
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I	P		
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I	P		
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I	P		
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	I	P	
L.6.5a	Interpret figures of speech (e.g., personification) in context.	I	I	P	
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I	I	P	
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	I	I	P	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I	I	I	P
	New Standards:	**20**	**20**	**26**	**13**
	Review Standards:	**0**	**8**	**10**	**20**

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6th grade	ELA CCSS			Q1
RL.6	Reading - Literature	RI.6	Reading - Informational Text	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	P
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	P
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	P
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	I
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I
RL.6.8	(RL.6.8 not applicable to literature)	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.6	Writing			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.			
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
W.6.1d	Establish and maintain a formal style.			
W.6.1e	Provide a concluding statement or section that follows from the argument presented.			

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	P
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include	P
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	P
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	P
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	P
W.6.2e	Establish and maintain a formal style.	P
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	P
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	I
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	I
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	I
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	I
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	I
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	I
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	I
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	P
W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and	P
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	P
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	P
SL.6	**Speaking and Listening**	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,	P
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to	P
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	P
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	P
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	P
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under	
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and	
L.6	**Language**	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	I
L.6.2b	Spell correctly.	I
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	

L.6.3b	Maintain consistency in style and tone.	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	I
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.6.5a	Interpret figures of speech (e.g., personification) in context.	I
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	I
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	**20**
	Review Standards:	**0**

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6th grade	ELA CCSS			Q2
RL.6	Reading - Literature	RI.6	Reading - Informational Text	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	P
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	P
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	P
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	P
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	P
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I
RL.6.8	(RL.6.8 not applicable to literature)	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	I
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.6	Writing			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.			P
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.			P
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			P
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			P
W.6.1d	Establish and maintain a formal style.			P
W.6.1e	Provide a concluding statement or section that follows from the argument presented.			P

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include	
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.6.2e	Establish and maintain a formal style.	
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	P
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	P
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of	
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	P
W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and	P
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	P
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	P
SL.6	**Speaking and Listening**	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,	
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to	
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under	I
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	I
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and	
L.6	**Language**	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	I
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	I
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	I
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	I
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional	I
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	P
L.6.2b	Spell correctly.	P
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	I

L.6.3b	Maintain consistency in style and tone.	I
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	P
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	P
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	P
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	P
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.6.5a	Interpret figures of speech (e.g., personification) in context.	I
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	I
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	I
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	**20**
	Review Standards:	**8**

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6th grade	ELA CCSS			Q3
RL.6	Reading - Literature	RI.6	Reading - Informational Text	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	P
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	P
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	P
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	P
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	P
RL.6.8	(RL.6.8 not applicable to literature)	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	P
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	P
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.6	Writing			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.			
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
W.6.1d	Establish and maintain a formal style.			
W.6.1e	Provide a concluding statement or section that follows from the argument presented.			

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include	
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
W.6.2e	Establish and maintain a formal style.	
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	P
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	P
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	P
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	P
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	P
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	P
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	P
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of	I
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	P
W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and	P
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	P
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	P
SL.6	**Speaking and Listening**	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,	
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to	
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under	P
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	P
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	P
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	P
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and	I
L.6	**Language**	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	P
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	P
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	P
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	P
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional	P
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	P
L.6.2b	Spell correctly.	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	I

L.6.3b	Maintain consistency in style and tone.	I
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.6.5a	Interpret figures of speech (e.g., personification) in context.	P
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	P
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	P
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	**26**
	Review Standards:	**10**

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6th grade	ELA CCSS			Q4
RL.6	Reading - Literature	RI.6	Reading - Informational Text	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	P
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	P
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	P
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	P
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
RL.6.8	(RL.6.8 not applicable to literature)	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	P
W.6	Writing			
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.			
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			
W.6.1d	Establish and maintain a formal style.			
W.6.1e	Provide a concluding statement or section that follows from the argument presented.			

W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	P
W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include	P
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	P
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	P
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	P
W.6.2e	Establish and maintain a formal style.	P
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	P
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event	
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of	
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	P
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of	P
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	P
W.6.9a	Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and	P
W.6.9b	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	P
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	P
SL.6	**Speaking and Listening**	
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,	
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to	
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under	
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	P
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and	P
L.6	**Language**	
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*	
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional	
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	P
L.6.2b	Spell correctly.	
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P
L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	P

L.6.3b	Maintain consistency in style and tone.	P
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of	
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.6.5a	Interpret figures of speech (e.g., personification) in context.	
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	P
	New Standards:	**13**
	Review Standards:	**20**

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7th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.7	Reading - Literature		Reading - Informational Text				
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	P	P	P	P
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P	P	P	P
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	P	P	P	P
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	I	P		
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I	P		
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	I	I	P	
RL.7.8	(Not applicable to literature)	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			P	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	I	I	P	
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	I	I	P
W.7	Writing						
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.				P		
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.				P		
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				P		
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				P		
W.7.1d	Establish and maintain a formal style.				P		
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.				P		
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant			P			P
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,			P			P
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			P			P
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			P			P
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P			P
W.7.2e	Establish and maintain a formal style.			P			P
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			P			P
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			I		P	
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds			I		P	
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			I		P	
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			I		P	
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			I		P	
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.			I		P	
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			I		P	
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new			I	P		
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including			I	P		
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and					I	P

W.7.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote**			I	P
W.7.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P	P	P	P
W.7.9a	**Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same**	P	P	P	P
W.7.9b	**Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is**	P	P	P	P
W.7.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of**	P	P	P	P
SL.7	**Speaking and Listening**				
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues,	P			
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or	P			
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	P			
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic	P			
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	P			
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic,		I	P	
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		I	I	P
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye		I	P	
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		I	P	
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			I	P
L.7	**Language**				
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	I	P	
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	I	I	P	
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	I	I	P	
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	I	I	P	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	I	P	P
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	I	P	P	P
L.7.2b	Spell correctly.	I	P	P	P
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely,		I	P	
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*			P	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of	I	P		
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		I	I	P
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		I	I	P
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or		I	I	P
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		I	I	P
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	I	P	
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	I	I	P	
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	I	I	P	
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I	I	P	
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I	I	I	P
	New Standards:	**18**	**13**	**23**	**12**
	Review Standards:	**0**	**6**	**8**	**13**

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7th grade	ELA CCSS			Q1
RL.7	Reading - Literature		Reading - Informational Text	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	P
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	P
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	I
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	I
RL.7.8	(Not applicable to literature)	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	I
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.7	Writing			
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of			P
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,			P
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			P
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			P
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P
W.7.2e	Establish and maintain a formal style.			P
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			P
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			I
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds			I
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			I
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			I
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			I
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.			I
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new			I

W.7.6	**Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including**	I
W.7.9b	**Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is**	P
W.7.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of**	P
SL.7	**Speaking and Listening**	
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building	P
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or	P
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	P
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic	P
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	P
L.7	**Language**	
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	I
L.7.2b	Spell correctly.	I
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of	I
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	I
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	I
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	
	Review Standards:	

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7th grade	ELA CCSS			Q2
RL.7	Reading - Literature		Reading - Informational Text	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	P
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	P
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	P
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	P
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	I
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	I
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.7	Writing			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.			P
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			P
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			P
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			P
W.7.1d	Establish and maintain a formal style.			P
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new			P
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including			P
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is			P
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of			P
SL.7	Speaking and Listening			
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic,			I
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			I
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye			I
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			I
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			

L.7	Language	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	I
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	I
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	I
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	P
L.7.2b	Spell correctly.	P
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely,	I
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of	P
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	I
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	I
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	I
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	I
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	
	Review Standards:	

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7th grade	ELA CCSS			Q3
RL.7	Reading - Literature		Reading - Informational Text	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	P
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	P
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	P
RL.7.8	(Not applicable to literature)	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	P
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	P
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I
W.7	Writing			
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			P
W.7.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds			P
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			P
W.7.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			P
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			P
W.7.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.			P
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			P
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and			I
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote			I
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			I
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same			I
W.7.9b	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is			P
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of			P
SL.7	Speaking and Listening			
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic,			P
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			I
SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye			P

SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	P
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I
L.7	**Language**	
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	P
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	P
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	P
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	P
L.7.2b	Spell correctly.	P
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely,	P
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	I
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	I
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.7.5a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	P
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	P
L.7.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	P
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	I
	New Standards:	
	Review Standards:	

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7th grade	ELA CCSS			Q4
RL.7	**Reading - Literature**		**Reading - Informational Text**	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	P
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	P
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	P
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	P
W.7	**Writing**			
W.7.2	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of**			P
W.7.2a	**Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,**			P
W.7.2b	**Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.**			P
W.7.2c	**Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.**			P
W.7.2d	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**			P
W.7.2e	**Establish and maintain a formal style.**			P
W.7.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented.**			P
W.7.7	**Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and**			P
W.7.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote**			P
W.7.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**			P
W.7.9a	**Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same**			P
W.7.9b	**Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is**			P
W.7.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of**			P
SL.7	**Speaking and Listening**			
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			P
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			P
L.7	**Language**			
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			P
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).			P
L.7.2b	Spell correctly.			P
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.			P
L.7.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).			P
L.7.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or			P
L.7.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			P
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or			P

	New Standards:	
	Review Standards:	

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8th Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.8	**Reading - Literature**		**Reading - Informational Text**				
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	P	P	P	P
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P	P	P	P
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	P	P	P	P
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I	P		
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I	P		
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I	I	P	
RL.8.8	(Not applicable to literature)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			P	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	I	I	P	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	I	I	I	P
W.8	**Writing**						
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.				P		
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				P		
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				P		
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				P		
W.8.1d	Establish and maintain a formal style.				P		
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.				P		
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			P			P
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and			P			P
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			P			P
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			P			P
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P			P
W.8.2e	Establish and maintain a formal style.			P			P
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			P			P
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			I		P	
W.8.3a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			I		P	
W.8.3b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			I		P	
W.8.3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			I		P	
W.8.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			I		P	
W.8.3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.			I		P	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			I		P	
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well			I		P	
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with			I		P	
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for				P		
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and				P		
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			P	P	P	P

W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious**	P	P	P	P
W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**	P	P	P	P
W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes**	P	P	P	P
SL.8	**Speaking and Listening**				
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing	P			
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas	P			
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	P			
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	P			
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	P			
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		I	P	
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		I	P	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate		I	P	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		I	P	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			I	P
L.8	**Language**				
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		I	P	
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.		I	P	
L.8.1b	Form and use verbs in the active and passive voice.			I	P
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.		I	P	
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*		I	P	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	I	P	P
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I	P	P	P
L.8.2b	Use an ellipsis to indicate an omission.	I	P	P	P
L.8.2c	Spell correctly.	I	P	P	P
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	I	I	I	P
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I	P		
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I	P		
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	I	P		
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning	I	P		
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	P		
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	I	P	
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context	I	I	P	
L.8.5b	Use the relationship between particular words to better understand each of the words.	I	I	P	
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	I	I	P	
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	I	I	I	P
	New Standards:	**20**	**18**	**25**	**12**
	Review Standards:	**0**	**8**	**11**	**19**

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8th Grade	ELA CCSS			Q1
RL.8	Reading - Literature		Reading - Informational Text	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	P
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	P
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	I
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	I
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I
RL.8.8	(Not applicable to literature)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	I
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	I
W.8	Writing			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
W.8.1d	Establish and maintain a formal style.			
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			P
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables),			P
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			P
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			P
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P
W.8.2e	Establish and maintain a formal style.			P
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			P
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			I

W.8.3a	**Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**	I
W.8.3b	**Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	I
W.8.3c	**Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and**	I
W.8.3d	**Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**	I
W.8.3e	**Provide a conclusion that follows from and reflects on the narrated experiences or events.**	I
W.8.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	I
W.8.5	**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well**	I
W.8.6	**Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with**	I
W.8.7	**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for**	
W.8.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and**	
W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or**	P
W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**	P
W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,**	P
SL.8	**Speaking and Listening**	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and	P
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on	P
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	P
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	P
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	P
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its	
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
L.8	**Language**	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
L.8.1b	Form and use verbs in the active and passive voice.	
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	I
L.8.2b	Use an ellipsis to indicate an omission.	I
L.8.2c	Spell correctly.	I
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	I
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	I
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	I
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	I
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context	I
L.8.5b	Use the relationship between particular words to better understand each of the words.	I
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	I
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	I
	New Standards:	**20**
	Review Standards:	**0**

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8th Grade	ELA CCSS			Q2
RL.8	Reading - Literature		Reading - Informational Text	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	P
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	P
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	P
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	P
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	I
RL.8.8	(Not applicable to literature)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	I
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	I
W.8	Writing			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.			P
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			P
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			P
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			P
W.8.1d	Establish and maintain a formal style.			P
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables),			
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.8.2e	Establish and maintain a formal style.			
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			

W.8.3a	**Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**	
W.8.3b	**Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	
W.8.3c	**Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and**	
W.8.3d	**Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**	
W.8.3e	**Provide a conclusion that follows from and reflects on the narrated experiences or events.**	
W.8.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
W.8.5	**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well**	
W.8.6	**Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with**	
W.8.7	**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for**	P
W.8.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and**	P
W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or**	P
W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**	P
W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,**	P
SL.8	**Speaking and Listening**	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and	
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on	
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its	I
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is	I
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,	I
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	I
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
L.8	**Language**	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	I
L.8.1b	Form and use verbs in the active and passive voice.	
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	I
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	I
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	P
L.8.2b	Use an ellipsis to indicate an omission.	P
L.8.2c	Spell correctly.	P
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	I
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	P
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	P
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	P
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	P
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context	I
L.8.5b	Use the relationship between particular words to better understand each of the words.	I
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	I
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	I
	New Standards:	**18**
	Review Standards:	**8**

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8th Grade	ELA CCSS			Q3
RL.8	Reading - Literature		Reading - Informational Text	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	P
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	P
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	P
RL.8.8	(Not applicable to literature)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	P
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	P
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	I
W.8	Writing			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
W.8.1d	Establish and maintain a formal style.			
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables),			
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
W.8.2e	Establish and maintain a formal style.			
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			P

W.8.3a	**Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**	P
W.8.3b	**Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	P
W.8.3c	**Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and**	P
W.8.3d	**Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**	P
W.8.3e	**Provide a conclusion that follows from and reflects on the narrated experiences or events.**	P
W.8.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.8.5	**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well**	P
W.8.6	**Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with**	P
W.8.7	**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for**	
W.8.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and**	
W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or**	P
W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**	P
W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,**	P
SL.8	**Speaking and Listening**	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and	
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on	
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its	P
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is	P
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,	P
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	P
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I
L.8	**Language**	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	P
L.8.1b	Form and use verbs in the active and passive voice.	I
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	P
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	P
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	P
L.8.2b	Use an ellipsis to indicate an omission.	P
L.8.2c	Spell correctly.	P
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	I
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context	P
L.8.5b	Use the relationship between particular words to better understand each of the words.	P
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	P
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	I
	New Standards:	**25**
	Review Standards:	**11**

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8th Grade	ELA CCSS			Q4
RL.8	Reading - Literature		Reading - Informational Text	
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	P
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	P
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	P
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	
RL.8.8	(Not applicable to literature)	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	P
W.8	Writing			
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.			
W.8.1a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
W.8.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
W.8.1d	Establish and maintain a formal style.			
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			P
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables),			P
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			P
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			P
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			P
W.8.2e	Establish and maintain a formal style.			P
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			P
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			

W.8.3a	**Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**	
W.8.3b	**Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**	
W.8.3c	**Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and**	
W.8.3d	**Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**	
W.8.3e	**Provide a conclusion that follows from and reflects on the narrated experiences or events.**	
W.8.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
W.8.5	**With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well**	
W.8.6	**Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with**	
W.8.7	**Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for**	
W.8.8	**Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and**	
W.8.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.8.9a	**Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or**	P
W.8.9b	**Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is**	P
W.8.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,**	P
SL.8	**Speaking and Listening**	
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and	
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on	
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its	
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is	
SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,	
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.8	**Language**	
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	
L.8.1b	Form and use verbs in the active and passive voice.	P
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.*	
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	P
L.8.2b	Use an ellipsis to indicate an omission.	P
L.8.2c	Spell correctly.	P
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	P
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
L.8.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.8.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
L.8.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	
L.8.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.8.5a	Interpret figures of speech (e.g. verbal irony, puns) in context	
L.8.5b	Use the relationship between particular words to better understand each of the words.	
L.8.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	P
	New Standards:	**12**
	Review Standards:	**19**

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9th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**				
RL.9-10.1	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	**RI.9-10.1**	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**	P	P	P	P
RL.9-10.2	**Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**	**RI.9-10.2**	**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**	P	P	P	P
RL.9-10.3	**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**	**RI.9-10.3**	**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**	I	P	P	P
RL.9-10.4	**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**	**RI.9-10.4**	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**	P	P	P	P
RL.9-10.5	**Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**	**RI.9-10.5**	**Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**		I	P	
RL.9-10.6	**Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**	**RI.9-10.6**	**Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.**		I	I	P
RL.9-10.7	**Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).**	**RI.9-10.7**	**Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**			P	
RL.9-10.8	**(Not applicable to literature)**	**RI.9-10.8**	**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**				P
RL.9-10.9	**Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**	**RI.9-10.9**	**Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.**		I	P	P
RL.9-10.10	**By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in**	**RI.9-10.10**	**By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10**				P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the				P
W.9-10	**Writing**						
W.9-10.1	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**					P	
W.9-10.1a	**Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and**					P	
W.9-10.1b	**Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and**					P	
W.9-10.1c	**Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between**					P	
W.9-10.1d	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**					P	
W.9-10.1e	**Provide a concluding statement or section that follows from and supports the argument presented.**					P	
W.9-10.2	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**				I	P	P
W.9-10.2a	**Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and**				I	P	P
W.9-10.2b	**Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of**				I	P	P
W.9-10.2c	**Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**				I	P	P
W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**				P		P
W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**				P		P
W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**				P		P
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**			P			
W.9-10.3a	**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth**			P			
W.9-10.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**			I	P		
W.9-10.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**			P			
W.9-10.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**			I	P		
W.9-10.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**			P			
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**			I	I	P	P
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**			I	I	P	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display**			I	I	P	P
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**					I	P
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**				I	P	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**			I	I	P	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the					P	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and					P	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**			I	I	P	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing						P

SL.9-10	Speaking and Listening				
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and	I	I	P	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual	I	P		
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or			P	
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in		I	I	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**		I		P
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	I		P	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are			P	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			P	
L.9-10	**Language**				
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I			P
L.9-10.1a	Use parallel structure.	I	I	P	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	I			P
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I			P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.				P
L.9-10.2b	Use a colon to introduce a list or quotation.				P
L.9-10.2c	Spell correctly.	I			P
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**		I	I	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	I			P
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I			P
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	I	P	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I	I	P	
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.		P		
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	I	P	P	P
	New Standards:	**7**	**9**	**29**	**21**
	Review Standards:	**0**	**3**	**5**	**16**

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9th grade	ELA CCSS			Q1
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	I
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and			
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of			
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			P
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth			P
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			I
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			P
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			I
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			P

W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	I
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	I
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display**	I
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**	
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	I
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas	I
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual	I
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or	
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in	
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	I
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I
L.9-10.1a	Use parallel structure.	I
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	I
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	I
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its	I
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	I
	New Standards:	**7**
	Review Standards:	**0**

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9th grade	ELA CCSS			Q2
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	I
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	I
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	I
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			I
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and			I
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of			I
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			I
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			P
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			P
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth			
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			P
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			P
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	I
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	I
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display**	I
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**	I
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	I
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas	I
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual	P
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or	
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in	I
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	I
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1a	Use parallel structure.	I
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	I
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its	
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	I
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**9**
	Review Standards:	**3**

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9th grade	ELA CCSS			Q3
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	P
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	I
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	P
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and			P
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and			P
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between			P
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and			P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of			P
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			P
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth			
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display**	P
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	I
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or	P
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	P
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas	P
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual	
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in	I
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	P
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1a	Use parallel structure.	P
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	I
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its	
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	P
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**29**
	Review Standards:	**5**

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9th grade	ELA CCSS			Q4
RL.9-10	Reading - Literature	RI.9-10	Reading - Informational Text	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	P
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	P
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10	P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the	P
W.9-10	Writing			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and			P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of			P
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			P
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.			P
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			P
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth			
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display**	P
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	P
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question;**	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	P
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual	
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or	
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	P
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.9-10.1a	Use parallel structure.	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add	P
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	P
L.9-10.2b	Use a colon to introduce a list or quotation.	P
L.9-10.2c	Spell correctly.	P
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its	P
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	P
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**21**
	Review Standards:	**16**

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10th grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.9-10	Reading - Literature	RI.9-10	Reading - Informational Text				
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P	P	P	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P	P	P	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P	P	P	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).		P		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		P		
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			P	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				P
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	I	I	P	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades				P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high				P
W.9-10	Writing						
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					P	
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,					P	
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge					P	
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,					P	
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					P	
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.					P	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and					P	P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,					P	P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the					P	P
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.					P	P
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.					P	P
W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					P	P
W.9-10.2f	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					P	P
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				P		
W.9-10.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a				P		
W.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			I	P		
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.			P			
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			I	P		
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					P	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			I	I	P	P

W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose**	I	I	P	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information**	I	I	I	P
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when**				P
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research**	I	I	P	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I	I	P	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or			P	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the			P	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and**	I	P	P	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter				P
SL.9-10	**Speaking and Listening**				
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building	P			
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines,	P			
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and	P	P	P	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make	P	P	P	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**		I		P
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P	P	P	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,			P	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to				P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P	P	P	P
L.9-10	**Language**				
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I			P
L.9-10.1a	Use parallel structure.	P			
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific	I			P
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I			P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.				P
L.9-10.2b	Use a colon to introduce a list or quotation.				P
L.9-10.2c	Spell correctly.	I			P
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when**		I	I	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	I			P
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I			P
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P			
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	P			
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.		P		
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;**	I	P	P	P
	New Standards:	**15**	**13**	**25**	**25**
	Review Standards:	**0**	**9**	**13**	**24**

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10th grade	ELA CCSS			Q1
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	I
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and			
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,			
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the			

W.9-10.2c	**Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**	
W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**	
W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	
W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.9-10.3a	**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	
W.9-10.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	I
W.9-10.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	P
W.9-10.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	I
W.9-10.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	I
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose**	I
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information**	I
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when**	
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research**	I
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and**	I
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building	P
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and	P
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I
L.9-10.1a	Use parallel structure.	P
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific	I
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	I
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading**	
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	I
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	P
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;**	I
	New Standards:	**15**
	Review Standards:	**0**

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10th grade	ELA CCSS			Q2
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	P
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	P
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	I
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and			
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,			
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the			

W.9-10.2c	**Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**	
W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**	
W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	
W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	P
W.9-10.3a	**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	P
W.9-10.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	P
W.9-10.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	
W.9-10.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	P
W.9-10.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	I
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose**	I
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information**	I
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when**	
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research**	I
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	I
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and**	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and	
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	I
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1a	Use parallel structure.	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific	
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading**	I
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;**	P
	New Standards:	**13**
	Review Standards:	**9**

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10th grade	ELA CCSS			Q3
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	P
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades	
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high	
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,			P
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge			P
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,			P
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and			P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,			P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the			P

W.9-10.2c	**Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**	P
W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**	P
W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	P
W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	P
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.9-10.3a	**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	
W.9-10.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	
W.9-10.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	
W.9-10.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	
W.9-10.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	P
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose**	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information**	I
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when**	
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research**	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	P
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the	P
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and**	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the	
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	I
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and	
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,	P
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and	
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.9-10.1a	Use parallel structure.	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific	
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
L.9-10.2b	Use a colon to introduce a list or quotation.	
L.9-10.2c	Spell correctly.	
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading**	I
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;**	P
	New Standards:	**25**
	Review Standards:	**13**

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10th grade	ELA CCSS			Q4
RL.9-10	**Reading - Literature**	**RI.9-10**	**Reading - Informational Text**	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	P
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	P
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	P
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
RL.9-10.8	(Not applicable to literature)	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	P
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	P
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades	P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high	P
W.9-10	**Writing**			
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,			
W.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge			
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,			
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and			P
W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures,			P
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the			P

W.9-10.2c	**Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**	P
W.9-10.2d	**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**	P
W.9-10.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	P
W.9-10.2f	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	P
W.9-10.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.9-10.3a	**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	
W.9-10.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	
W.9-10.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**	
W.9-10.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	
W.9-10.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.9-10.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.9-10.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose**	P
W.9-10.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information**	P
W.9-10.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when**	P
W.9-10.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research**	P
W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P
W.9-10.9a	Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	
W.9-10.09b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the	
W.9-10.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and**	P
W.9-10.11	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the	P
SL.9-10	**Speaking and Listening**	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building	
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and	
SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and	P
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make	P
SL.9-10.2	**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**	P
SL.9-10.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**	P
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,	
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and	P
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	P
L.9-10	**Language**	
L.9-10.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.9-10.1a	Use parallel structure.	
L.9-10.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific	P
L.9-10.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	P
L.9-10.2b	Use a colon to introduce a list or quotation.	P
L.9-10.2c	Spell correctly.	P
L.9-10.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading**	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	P
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	P
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.	
L.9-10.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;**	P
	New Standards:	**25**
	Review Standards:	**24**

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11th Grade	ELA CCSS			Q1	Q2	Q3	Q4
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text				
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P	P	P	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P	P	P	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	P	P	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	I		P	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		I	P	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			I	P
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).			P	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I		P	P
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text	I			P
W.11-12	Writing						
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P		P	P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences			I		P	P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the			I		P	P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and			I		P	P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			I		P	P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			I		P	P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			I	P		P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics			I	P		P
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's			I	P		P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			I	P		P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			I	P		P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			I	P		P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			I	P		P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				I		P
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a			P	I		
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			P	I		
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth,			P	I		
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			P	I		
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				I		P
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			P			P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			P			P

W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P		P	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	P	P	P	
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,**	P		P	
W.11-12.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**	P		P	
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two**	P			P
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal**	P			P
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	I			P
SL.11-12	**Speaking and Listening**				
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and	I	P		
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a	I	P		
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	I	P		
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	I	P	P	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or	I	P	P	
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility**			P	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	I			P
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and	I		P	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		I	P	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	I			P
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional	I			P
L.11-12	**Language**				
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I			P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	I			P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	I		P	
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I		P	
L.11-12.2a	Observe hyphenation conventions.	P			
L.11-12.2b	Spell correctly.	I		P	
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary**	I		P	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	I	P		
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I	P		
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	I	P		
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of	I	P		
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	P		
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			P	
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.			P	
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.			P	
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P	P	P	P
	New Standards:	**21**	**16**	**23**	**23**
	Review Standards:	**0**	**8**	**12**	**28**

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11th Grade	ELA CCSS			Q1
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	I
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text	I
W.11-12	Writing			
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences			I
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the			I
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and			I
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			I
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			I
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			I
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics			I
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's			I
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			I
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			I

W.11-12.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	I
W.11-12.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**	I
W.11-12.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.11-12.3a	**Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	P
W.11-12.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	P
W.11-12.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,**	P
W.11-12.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	P
W.11-12.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.11-12.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.11-12.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	P
W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,**	P
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how**	
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal**	
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	I
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas	I
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate	I
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	I
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	I
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or	I
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	I
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,	I
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	I
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	I
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	I
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	I
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I
L.11-12.2a	Observe hyphenation conventions.	P
L.11-12.2b	Spell correctly.	I
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary**	I
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	I
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	I
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	I
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**21**
	Review Standards:	**0**

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11th Grade	ELA CCSS			Q2
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	I
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text	
W.11-12	Writing			
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences			
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the			
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and			
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics			P
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's			P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			P

W.11-12.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	P
W.11-12.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**	P
W.11-12.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	I
W.11-12.3a	**Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	I
W.11-12.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	I
W.11-12.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,**	I
W.11-12.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	I
W.11-12.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	I
W.11-12.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
W.11-12.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	
W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,**	
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how**	
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal**	
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas	P
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	P
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	P
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or	P
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	I
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.11-12.2a	Observe hyphenation conventions.	
L.11-12.2b	Spell correctly.	
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary**	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	P
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	P
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	P
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**16**
	Review Standards:	**8**

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11th Grade	ELA CCSS			Q3
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	I
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	P
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	P
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text	
W.11-12	Writing			
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences			P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the			P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and			P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics			
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's			
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			

W.11-12.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	
W.11-12.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**	
W.11-12.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	
W.11-12.3a	**Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	
W.11-12.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	
W.11-12.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,**	
W.11-12.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	
W.11-12.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	
W.11-12.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	
W.11-12.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	
W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,**	P
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how**	
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal**	
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas	
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate	
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	P
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or	P
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the**	P
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,	P
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	P
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	P
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.11-12.2a	Observe hyphenation conventions.	
L.11-12.2b	Spell correctly.	P
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary**	P
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**23**
	Review Standards:	**12**

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11th Grade	ELA CCSS			Q4
RL.11-12	Reading - Literature	RI.11-12	Reading - Informational Text	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	P
RL.11-12.8	(Not applicable to literature)	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	P
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text	P
W.11-12	Writing			
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences			P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the			P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and			P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.			P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics			P
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's			P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.			P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			P

W.11-12.2e	**Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**	P
W.11-12.2f	**Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**	P
W.11-12.3	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**	P
W.11-12.3a	**Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a**	
W.11-12.3b	**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**	
W.11-12.3c	**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,**	
W.11-12.3d	**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**	
W.11-12.3e	**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**	P
W.11-12.4	**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**	P
W.11-12.5	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**	P
W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize**	
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose,**	
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how**	P
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal**	P
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	P
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas	
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate	
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or	
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	P
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing	P
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	
L.11-12.2a	Observe hyphenation conventions.	
L.11-12.2b	Spell correctly.	
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary**	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part	
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate**	P
	New Standards:	**23**
	Review Standards:	**28**

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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
RL.11-12	Reading - Literature				
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P	P	P	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	P	P		
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P	P	P	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	P	P		
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	I	P	P	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	P	P	P	
RL.11-12.8	(Not applicable to literature)				
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P	P		
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and				P

RI.11-12	Reading - Informational Text				
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	P	P	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			P	P
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			P	P
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	P	P	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			P	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		P	P	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	I	P	P	P
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).			P	P
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I		P	
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.				P
W.11-12	Writing				
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	

W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	P	P	P	
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	P	P		
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	P	P		
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P	P		
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	P	P		
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	I		P	P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	I	P	P	P
W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	I	P	P	P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I	P	P	P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	I	P	P	P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I	P	P	P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	I	P	P	P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	P			

W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	P			
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	P			
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	P			
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P	P	P	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	P			
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P	P	P	P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	P
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	P			P
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	P	P	P	P
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	P	P		P
W.11-12.9	Draw evidence form literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.11-12.9a	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	P			P

W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**	P			P
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**				P
SL.11-12	**Speaking and Listening**				
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	P
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P	P	P	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	P			
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.		P		
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		P		
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**			P	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**			P	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.			P	P

SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			P	P
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P	P	P	P
SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	I	P	P	P
L.11-12	**Language**				
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I	P	P	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	I			P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	I	P	P	P
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I	P	P	P
L.11-12.2a	Observe hyphenation conventions.	P	P	P	
L.11-12.2b	Spell correctly.	I	P	P	P
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	I		P	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	I	P	P	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I	P		
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	I	P		
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	P			
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I	P		
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I	P	P	P

L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	I	P	P	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	I	P	P	P
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**				P
	New Standards:	**35**	**33**	**11**	**8**
	Review Standards:	**0**	**16**	**35**	**35**

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12th grade	ELA CCSS	Q1
RL.11-12	Reading - Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	I
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	P

RL.11-12.8	(Not applicable to literature)	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and	
RI.11-12	Reading - Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	I
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	

RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
W.11-12	**Writing**	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	I
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	I

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	I
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	I
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	I
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	I
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	P
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	P
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	P
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	P
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	P
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P

W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**	P
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**	P
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**	P
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P

SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	P
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P

SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	I
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	I
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	I
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	I
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	I
L.11-12.2a	Observe hyphenation conventions.	P
L.11-12.2b	Spell correctly.	I
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	I
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	I
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	I
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	P
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I

L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	I
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	I
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	
	New Standards:	**35**
	Review Standards:	**0**

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12th grade	ELA CCSS	Q2
RL.11-12	Reading - Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	P
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	P
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	P

RL.11-12.8	(Not applicable to literature)	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and	
RI.11-12	Reading - Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	P
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	

RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
W.11-12	Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	P
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	P
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	P
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	P

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P

W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**	P
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**	
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**	
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P

SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	P
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	P
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P

SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	P
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	P
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.11-12.2a	Observe hyphenation conventions.	P
L.11-12.2b	Spell correctly.	P
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	P
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	P
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	P
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P

L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	
	New Standards:	**33**
	Review Standards:	**16**

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12th grade	ELA CCSS	Q3
RL.11-12	Reading - Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	P
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	P

RL.11-12.8	(Not applicable to literature)	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and	
RI.11-12	Reading - Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	P
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	P
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	P

RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	P
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
W.11-12	Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	P
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	P

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P

W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**	
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**	
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**	
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P

SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**	P
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	P
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	P
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	P
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P

SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	P
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	P
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.11-12.2a	Observe hyphenation conventions.	P
L.11-12.2b	Spell correctly.	P
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	P
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P

L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	
	New Standards:	**11**
	Review Standards:	**35**

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12th grade	ELA CCSS	Q4
RL.11-12	Reading - Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	P
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	P
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	

RL.11-12.8	(Not applicable to literature)	
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
RL.11-12.11	By the end of grade 12, read and comprehend literature, including stories, dramas, and	P
RI.11-12	Reading - Informational Text	
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	P
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	P
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	P

RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
RI.11-12.11	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	P
W.11-12	Writing	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	
W.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	
W.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P
W.11-12.2a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	P

W.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	P
W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	P
W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	P
W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	P
W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	P
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	P
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P

W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**	P
W.11-12.7	**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**	P
W.11-12.8	**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**	P
W.11-12.9	**Draw evidence form literary or informational texts to support analysis, reflection, and research.**	P
W.11-12.9a	**Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").**	P
W.11-12.9b	**Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]").**	P
W.11-12.10	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**	P
SL.11-12	**Speaking and Listening**	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P

SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	P
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
SL.11-12.2	**Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**	
SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	P
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	P
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	P

SL.11-12.7	The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	P
L.11-12	**Language**	
L.11-12.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	P
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	P
L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	P
L.11-12.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	P
L.11-12.2a	Observe hyphenation conventions.	
L.11-12.2b	Spell correctly.	P
L.11-12.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	P
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P

L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	P
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	P
L.11-12.6	**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	P
	New Standards:	**8**
	Review Standards:	**35**

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Kindergarten	Mathematics CCSS	Q1	Q2	Q3	Q4
K.CC	Counting and Cardinality				
K.CC.A	Know number names and the count sequence.				
K.CC.A.1	Count to 100 by ones and by tens.	P Count to 10	P Count to 30	P Count to 50	P Count to 100
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	P within 0 to 10	P within 0 to 30	P within 0 to 50	P within 0 to 100
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	P Write 0 - 5	P Write 6 - 10	P Write 11 - 15	P Write 16 - 20
K.CC.B	Count to tell the number of objects.				
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	I	P	P	
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	I	P	P	
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	I	P	P	
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	I	P	P	
K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	I	P	P	
K.CC.C	Compare numbers.				
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	I	P	P	
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	I	P	P	
K.OA	Operations and Algebraic Thinking				
K.OA.A	Understand addition, and understand subtraction.				
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		I	I	P
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		I	I	P

K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		I	I	P
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		I	I	P
K.OA.A.5	Fluently add and subtract within 5.		I	I	P
K.NBT	**Number and Operations in Base Ten**				
K.NBT.A	**Work with numbers 11-19 to gain foundations for place value.**				
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		I	P	
K.MD	**Measurement and Data**				
K.MD.A	**Describe and compare measurable attributes.**				
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	P			
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	P			
K.MD.B	**Classify objects and count the number of objects in each category.**				
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	P	P	P	P
K.G	**Geometry**				
E	**Identify and describe shapes.**				
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	I	I	P	
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	I	I	P	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).		I	P	
K.G.B	**Analyze, compare, create, and compose shapes.**				
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).			I	P
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			I	P

K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”			I	P
	New Standards:	**12**	**7**	**1**	**5**
	Review Standards:	**0**	**4**	**11**	**4**

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Kindergarten	Mathematics CCSS	Q1
K.CC	Counting and Cardinality	
K.CC.A	Know number names and the count sequence.	
K.CC.A.1	Count to 100 by ones and by tens.	P Count to 10
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	P within 0 to 10
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	P Write 0 - 5
K.CC.B	Count to tell the number of objects.	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	I
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	I
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	I
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	I
K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	I
K.CC.C	Compare numbers.	
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	I
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	I
K.OA	Operations and Algebraic Thinking	
K.OA.A	Understand addition, and understand subtraction.	

K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	
K.OA.A.5	Fluently add and subtract within 5.	
K.NBT	Number and Operations in Base Ten	
K.NBT.A	Work with numbers 11-19 to gain foundations for place value.	
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
K.MD	Measurement and Data	
K.MD.A	Describe and compare measurable attributes.	
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	P
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	P
K.MD.B	Classify objects and count the number of objects in each category.	
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	P
K.G	Geometry	
E	Identify and describe shapes.	

K.G.A.1	**Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**	P
K.G.A.2	**Correctly name shapes regardless of their orientations or overall size.**	P
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	P
K.G.B	**Analyze, compare, create, and compose shapes.**	
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	P
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	P
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	P
	New Standards:	**12**
	Review Standards:	**0**

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Kindergarten	Mathematics CCSS	Q2
K.CC	Counting and Cardinality	
K.CC.A	Know number names and the count sequence.	
K.CC.A.1	Count to 100 by ones and by tens.	P Count to 30
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	P within 0 to 30
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	P Write 6 - 10
K.CC.B	Count to tell the number of objects.	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	P
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	P
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	P
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	P
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	P
K.CC.C	Compare numbers.	
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	P
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	P
K.OA	Operations and Algebraic Thinking	
K.OA.A	Understand addition, and understand subtraction.	

K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	I
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	I
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	I
K.OA.A.5	Fluently add and subtract within 5.	I
K.NBT	Number and Operations in Base Ten	
K.NBT.A	Work with numbers 11-19 to gain foundations for place value.	
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	I
K.MD	Measurement and Data	
K.MD.A	Describe and compare measurable attributes.	
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	
K.MD.B	Classify objects and count the number of objects in each category.	
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	P
K.G	Geometry	
E	Identify and describe shapes.	

K.G.A.1	**Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**	
K.G.A.2	**Correctly name shapes regardless of their orientations or overall size.**	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	
K.G.B	**Analyze, compare, create, and compose shapes.**	
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	
	New Standards:	**7**
	Review Standards:	**4**

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Kindergarten	Mathematics CCSS	Q3
K.CC	Counting and Cardinality	
K.CC.A	Know number names and the count sequence.	
K.CC.A.1	Count to 100 by ones and by tens.	P Count to 50
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	P within 0 to 50
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	P Write 11 - 15
K.CC.B	Count to tell the number of objects.	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	P
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	P
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	P
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	P
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	P
K.CC.C	Compare numbers.	
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	P
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	P
K.OA	Operations and Algebraic Thinking	
K.OA.A	Understand addition, and understand subtraction.	

K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	I
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	I
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	I
K.OA.A.5	Fluently add and subtract within 5.	I
K.NBT	Number and Operations in Base Ten	
K.NBT.A	Work with numbers 11-19 to gain foundations for place value.	
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	P
K.MD	Measurement and Data	
K.MD.A	Describe and compare measurable attributes.	
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	
K.MD.B	Classify objects and count the number of objects in each category.	
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	P
K.G	Geometry	
E	Identify and describe shapes.	

K.G.A.1	**Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**	
K.G.A.2	**Correctly name shapes regardless of their orientations or overall size.**	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	
K.G.B	**Analyze, compare, create, and compose shapes.**	
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	
	New Standards:	**1**
	Review Standards:	**11**

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Kindergarten	Mathematics CCSS	Q4
K.CC	Counting and Cardinality	
K.CC.A	Know number names and the count sequence.	
K.CC.A.1	Count to 100 by ones and by tens.	P Count to 100
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	P within 0 to 100
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	P Write 16 - 20
K.CC.B	Count to tell the number of objects.	
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.	
K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	
K.CC.C	Compare numbers.	
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	
K.OA	Operations and Algebraic Thinking	

K.OA.A	Understand addition, and understand subtraction.	
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	P
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	P
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	P
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	P
K.OA.A.5	Fluently add and subtract within 5.	P
K.NBT	Number and Operations in Base Ten	
K.NBT.A	Work with numbers 11-19 to gain foundations for place value.	
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	
K.MD	Measurement and Data	
K.MD.A	Describe and compare measurable attributes.	
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	
K.MD.B	Classify objects and count the number of objects in each category.	
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	P
K.G	Geometry	
E	Identify and describe shapes.	

K.G.A.1	**Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**	
K.G.A.2	**Correctly name shapes regardless of their orientations or overall size.**	
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).	
K.G.B	**Analyze, compare, create, and compose shapes.**	
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	
	New Standards:	**5**
	Review Standards:	**4**

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1st Grade	Mathematics CCSS	Q1	Q2	Q3	Q4
1.OA	**Operations and Algebraic Thinking**				
1.OA.A	**Represent and solve problems involving addition and subtraction.**				
1.OA.A.1	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I	P (+)	P (-)	P (+, -)
1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I	I	I	P
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**				
1.OA.B.3	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	I	I	P	P
1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**	I	I	P	P
1.OA.C	**Add and subtract within 20.**				
1.OA.C.5	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	P (+)	P (+)	P (+, -)	P (+, -)
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	I	I	P (+, -)	P (+, -)
1.OA.D	**Work with addition and subtraction equations.**				
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	I	P		
1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	I	I	I	P
1.NBT	**Number and Operations in Base Ten**				
1.NBT.A	**Extend the counting sequence.**				
1.NBT.A.1	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	P Count	P Count	P Count, Write	P Count, Write
1.NBT.B	**Understand place value.**				

1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		I	P	
1.NBT.B.2a	10 can be thought of as a bundle of ten ones — called a “ten.”		I	P	
1.NBT.B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		I	P	
1.NBT.B.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		I	P	
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	I	I	P	P
1.NBT.C	Use place value understanding and properties of operations to add and subtract.				
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		I	P	P
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	I	I	P	P
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		I	P	P
1.MD	Measurement and Data				
1.MD.A	Measure lengths indirectly and by iterating length units.				
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.			I	P
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.			I	P
1.MD.B	Tell and write time.				
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	I	I	I	P
1.MD.C	Represent and interpret data.				
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	I	I	I	P

1.G	**Geometry**				
1.G.A	**Reason with shapes and their attributes.**				
1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**			P	
1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**			P	
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.			I	P
	New Standards:	**2**	**2**	**13**	**7**
	Review Standards:	**0**	**2**	**3**	**10**

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1st Grade	**Mathematics CCSS**	**Q1**
1.OA	**Operations and Algebraic Thinking**	
1.OA.A	**Represent and solve problems involving addition and subtraction.**	
1.OA.A.1	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I
1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**	
1.OA.B.3	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	I
1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**	I
1.OA.C	**Add and subtract within 20.**	
1.OA.C.5	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	P (+)
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	I
1.OA.D	**Work with addition and subtraction equations.**	
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	I

1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	I
1.NBT	**Number and Operations in Base Ten**	
1.NBT.A	**Extend the counting sequence.**	
1.NBT.A.1	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	P Count
1.NBT.B	**Understand place value.**	
1.NBT.B.2	**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**	
1.NBT.B.2a	**10 can be thought of as a bundle of ten ones — called a "ten."**	
1.NBT.B.2b	**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**	
1.NBT.B.2c	**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**	
1.NBT.B.3	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**	I
1.NBT.C	**Use place value understanding and properties of operations to add and subtract.**	
1.NBT.C.4	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	
1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**	I
1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**	

1.MD	**Measurement and Data**	
1.MD.A	**Measure lengths indirectly and by iterating length units.**	
1.MD.A.1	**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**	
1.MD.A.2	**Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**	
1.MD.B	**Tell and write time.**	
1.MD.B.3	**Tell and write time in hours and half-hours using analog and digital clocks.**	I
1.MD.C	**Represent and interpret data.**	
1.MD.C.4	**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**	I
1.G	**Geometry**	
1.G.A	**Reason with shapes and their attributes.**	
1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**	
1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	
	New Standards:	**2**
	Review Standards:	**0**

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1st Grade	Mathematics CCSS	Q2
1.OA	**Operations and Algebraic Thinking**	
1.OA.A	**Represent and solve problems involving addition and subtraction.**	
1.OA.A.1	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	P (+)
1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**	
1.OA.B.3	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	I
1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**	I
1.OA.C	**Add and subtract within 20.**	
1.OA.C.5	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	P (+)
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	I
1.OA.D	**Work with addition and subtraction equations.**	
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	P

1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	I
1.NBT	**Number and Operations in Base Ten**	
1.NBT.A	**Extend the counting sequence.**	
1.NBT.A.1	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	P Count
1.NBT.B	**Understand place value.**	
1.NBT.B.2	**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**	I
1.NBT.B.2a	**10 can be thought of as a bundle of ten ones — called a "ten."**	I
1.NBT.B.2b	**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**	I
1.NBT.B.2c	**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**	I
1.NBT.B.3	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**	I
1.NBT.C	**Use place value understanding and properties of operations to add and subtract.**	
1.NBT.C.4	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	I
1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**	I
1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**	I

1.MD	**Measurement and Data**	
1.MD.A	**Measure lengths indirectly and by iterating length units.**	
1.MD.A.1	**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**	
1.MD.A.2	**Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**	
1.MD.B	**Tell and write time.**	
1.MD.B.3	**Tell and write time in hours and half-hours using analog and digital clocks.**	I
1.MD.C	**Represent and interpret data.**	
1.MD.C.4	**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**	I
1.G	**Geometry**	
1.G.A	**Reason with shapes and their attributes.**	
1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**	
1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	
	New Standards:	**2**
	Review Standards:	**2**

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1st Grade	Mathematics CCSS	Q3
1.OA	**Operations and Algebraic Thinking**	
1.OA.A	**Represent and solve problems involving addition and subtraction.**	
1.OA.A.1	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	P (-)
1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	I
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**	
1.OA.B.3	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	P
1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**	P
1.OA.C	**Add and subtract within 20.**	
1.OA.C.5	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	P (+, -)
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	P (+, -)
1.OA.D	**Work with addition and subtraction equations.**	
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	

1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	I
1.NBT	**Number and Operations in Base Ten**	
1.NBT.A	**Extend the counting sequence.**	
1.NBT.A.1	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	P Count, Write
1.NBT.B	**Understand place value.**	
1.NBT.B.2	**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**	P
1.NBT.B.2a	**10 can be thought of as a bundle of ten ones — called a "ten."**	P
1.NBT.B.2b	**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**	P
1.NBT.B.2c	**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**	P
1.NBT.B.3	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**	P
1.NBT.C	**Use place value understanding and properties of operations to add and subtract.**	
1.NBT.C.4	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	P
1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**	P
1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**	P

1.MD	**Measurement and Data**	
1.MD.A	**Measure lengths indirectly and by iterating length units.**	
1.MD.A.1	**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**	I
1.MD.A.2	**Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**	I
1.MD.B	**Tell and write time.**	
1.MD.B.3	**Tell and write time in hours and half-hours using analog and digital clocks.**	I
1.MD.C	**Represent and interpret data.**	
1.MD.C.4	**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**	I
1.G	**Geometry**	
1.G.A	**Reason with shapes and their attributes.**	
1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**	P
1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	P
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	I
	New Standards:	**13**
	Review Standards:	**3**

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1st Grade	Mathematics CCSS	Q4
1.OA	**Operations and Algebraic Thinking**	
1.OA.A	**Represent and solve problems involving addition and subtraction.**	
1.OA.A.1	**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	P (+, -)
1.OA.A.2	**Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**	P
1.OA.B	**Understand and apply properties of operations and the relationship between addition and subtraction.**	
1.OA.B.3	**Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)**	P
1.OA.B.4	**Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.**	P
1.OA.C	**Add and subtract within 20.**	
1.OA.C.5	**Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).**	P (+, -)
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	P (+, -)
1.OA.D	**Work with addition and subtraction equations.**	
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	

1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	P
1.NBT	**Number and Operations in Base Ten**	
1.NBT.A	**Extend the counting sequence.**	
1.NBT.A.1	**Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.**	P Count, Write
1.NBT.B	**Understand place value.**	
1.NBT.B.2	**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**	
1.NBT.B.2a	**10 can be thought of as a bundle of ten ones — called a "ten."**	
1.NBT.B.2b	**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**	
1.NBT.B.2c	**The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).**	
1.NBT.B.3	**Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.**	P
1.NBT.C	**Use place value understanding and properties of operations to add and subtract.**	
1.NBT.C.4	**Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.**	P
1.NBT.C.5	**Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.**	P
1.NBT.C.6	**Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**	P

1.MD	**Measurement and Data**	
1.MD.A	**Measure lengths indirectly and by iterating length units.**	
1.MD.A.1	**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**	P
1.MD.A.2	**Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.**	P
1.MD.B	**Tell and write time.**	
1.MD.B.3	**Tell and write time in hours and half-hours using analog and digital clocks.**	P
1.MD.C	**Represent and interpret data.**	
1.MD.C.4	**Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.**	P
1.G	**Geometry**	
1.G.A	**Reason with shapes and their attributes.**	
1.G.A.1	**Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.**	
1.G.A.2	**Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.**	
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	P
	New Standards:	**7**
	Review Standards:	**10**

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2nd Grade	Mathematics CCSS	Q1	Q2	Q3	Q4
2.OA	Operations and Algebraic Thinking				
2.OA.A	Represent and solve problems involving addition and subtraction.				
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	P	P	P	P
2.OA.B	Add and subtract within 20.				
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	P	P	P	P
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.				
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	P			
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	P			
2.NBT	Number and Operations in Base Ten				
2.NBT.A	Understand place value.				
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	I	P	P	
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	I	P	P	
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	I	P	P	
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	I	P	P	
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I	P	P	
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	I	P	P	
2.NBT.B	Use place value understanding and properties of operations to add and subtract.				
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I	P	P	P
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.		I	P	
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		I	P	P
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		I	P	
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	I	P		
2.MD	Measurement and Data				
2.MD.A	Measure and estimate lengths in standard units.				
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I	I	P	
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	I	I	P	
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	I	I	P	

2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I	I	P	
2.MD.B	**Relate addition and subtraction to length.**				
2.MD.B.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**			I	P
2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**			I	P
2.MD.C	**Work with time and money.**				
2.MD.C.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	I	I	P	P
2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**	I	I	P	P
2.MD.D	**Represent and interpret data.**				
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			I	P
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.			I	P
2.G	**Geometry**				
2.G.A	**Reason with shapes and their attributes.**				
2.G.A.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**			I	P
2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**			I	P
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.				P
	New Standards:	**4**	**8**	**9**	**8**
	Review Standards:	**0**	**2**	**10**	**5**

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2nd Grade	Mathematics CCSS	Q1
2.OA	Operations and Algebraic Thinking	
2.OA.A	Represent and solve problems involving addition and subtraction.	
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	P
2.OA.B	Add and subtract within 20.	
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	P
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.	
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	P
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	P
2.NBT	Number and Operations in Base Ten	
2.NBT.A	Understand place value.	
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	I
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	I
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	I
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	I
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	I
2.NBT.B	Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	

2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	I
2.MD	**Measurement and Data**	
2.MD.A	**Measure and estimate lengths in standard units.**	
2.MD.A.1	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**	I
2.MD.A.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**	I
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	I
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I
2.MD.B	**Relate addition and subtraction to length.**	
2.MD.B.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	
2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**	
2.MD.C	**Work with time and money.**	
2.MD.C.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	I
2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**	I
2.MD.D	**Represent and interpret data.**	
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.	
2.G	**Geometry**	
2.G.A	**Reason with shapes and their attributes.**	
2.G.A.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	
2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**	
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

	New Standards:	4
	Review Standards:	

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2nd Grade	Mathematics CCSS	Q2
2.OA	Operations and Algebraic Thinking	
2.OA.A	Represent and solve problems involving addition and subtraction.	
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	P
2.OA.B	Add and subtract within 20.	
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	P
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.	
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
2.NBT	Number and Operations in Base Ten	
2.NBT.A	Understand place value.	
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	P
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	P
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	P
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	P
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	P
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	P
2.NBT.B	Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	I
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	I

2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	I
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	P
2.MD	**Measurement and Data**	
2.MD.A	**Measure and estimate lengths in standard units.**	
2.MD.A.1	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**	I
2.MD.A.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**	I
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	I
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I
2.MD.B	**Relate addition and subtraction to length.**	
2.MD.B.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	
2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**	
2.MD.C	**Work with time and money.**	
2.MD.C.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	I
2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**	I
2.MD.D	**Represent and interpret data.**	
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.	
2.G	**Geometry**	
2.G.A	**Reason with shapes and their attributes.**	
2.G.A.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	
2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**	
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

	New Standards:	8
	Review Standards:	2

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2nd Grade	Mathematics CCSS	Q3
2.OA	Operations and Algebraic Thinking	
2.OA.A	Represent and solve problems involving addition and subtraction.	
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	P
2.OA.B	Add and subtract within 20.	
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	P
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.	
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
2.NBT	Number and Operations in Base Ten	
2.NBT.A	Understand place value.	
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	P
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	P
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	P
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	P
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	P
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	P
2.NBT.B	Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	P
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	P

2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	P
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	
2.MD	**Measurement and Data**	
2.MD.A	**Measure and estimate lengths in standard units.**	
2.MD.A.1	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**	P
2.MD.A.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**	P
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	P
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	P
2.MD.B	**Relate addition and subtraction to length.**	
2.MD.B.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	I
2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**	I
2.MD.C	**Work with time and money.**	
2.MD.C.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	P
2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**	P
2.MD.D	**Represent and interpret data.**	
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	I
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.	I
2.G	**Geometry**	
2.G.A	**Reason with shapes and their attributes.**	
2.G.A.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	I
2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**	I
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

	New Standards:	9
	Review Standards:	10

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2nd Grade	Mathematics CCSS	Q4
2.OA	Operations and Algebraic Thinking	
2.OA.A	Represent and solve problems involving addition and subtraction.	
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem	P
2.OA.B	Add and subtract within 20.	
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	P
2.OA.C	Work with equal groups of objects to gain foundations for multiplication.	
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
2.NBT	Number and Operations in Base Ten	
2.NBT.A	Understand place value.	
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.	
2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”	
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	
2.NBT.B	Use place value understanding and properties of operations to add and subtract.	
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	P

2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	
2.MD	**Measurement and Data**	
2.MD.A	**Measure and estimate lengths in standard units.**	
2.MD.A.1	**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**	
2.MD.A.2	**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.**	
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.	
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
2.MD.B	**Relate addition and subtraction to length.**	
2.MD.B.5	**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.**	P
2.MD.B.6	**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.**	P
2.MD.C	**Work with time and money.**	
2.MD.C.7	**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	P
2.MD.C.8	**Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?**	P
2.MD.D	**Represent and interpret data.**	
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	P
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems4 using information presented in a bar graph.	P
2.G	**Geometry**	
2.G.A	**Reason with shapes and their attributes.**	
2.G.A.1	**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**	P
2.G.A.2	**Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**	P
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	P

	New Standards:	6
	Review Standards:	6

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3rd Grade	Mathematics CCSS	Q1	Q2	Q3	Q4
3.OA	Operations and Algebraic Thinking				
3.OA.A	Represent and solve problems involving multiplication and division.				
3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	P	P		
3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	P	P		
3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	P	P		
3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	P	P		
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.				
3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	P	P		
3.OA.B.06	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	P	P		
3.OA.C	Multiply and divide within 100.				
3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers	P	P	P	P
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
3.OA.D.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	P	P	P	P
3.OA.D.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	P	P		
3.NBT	Number and Operations in Base Ten				
3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.				
3.NBT.A.01	Use place value understanding to round whole numbers to the nearest 10 or 100.	P	P		
3.NBT.A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	I	P	P	P
3.NBT.A.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	I	P	P	P
3.NF	Numer and Operations - Fractions				
3.NF.A	Develop understanding of fractions as numbers.				
3.NF.A.01	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	I	I	P	

3.NF.A.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	I	I	P	
3.NF.A.02a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	I	I	P	
3.NF.A.02b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	I	I	P	
3.NF.A.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	I	I	P	
3.NF.A.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	I	I	P	
3.NF.A.03b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	I	I	P	
3.NF.A.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	I	I	P	
3.NF.A.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I	I	P	
3.MD	**Measurement and Data**				
3.MD.A	**Solve problems involving measurement and estimation.**				
3.MD.A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.		I	P	P
3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.		I	P	P
3.MD.B	**Represent and interpret data.**				
3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	I	I	I	P
3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			I	P
3.MD.C	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**				
3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	I	P		
3.MD.C.05a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	I	P		
3.MD.C.05b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	I	P		
3.MD.C.06	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	I	P		
3.MD.C.07	Relate area to the operations of multiplication and addition.	I	P		
3.MD.C.07a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	I	P		
3.MD.C.07b	Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	I	P		
3.MD.C.07c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	I	P		
3.MD.C.07d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	I	P		

3.MD.D	**Geometric measurement: recognize perimeter.**				
3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.			I	P
3.G	**Geometry**				
3.G.A	**Reason with shapes and their attributes.**				
3.G.A.01	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**		I	P	P
3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		I	P	P
	New Standards:	**10**	**9**	**13**	**8**
	Review Standards:	**0**	**10**	**4**	**8**

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3rd Grade	Mathematics CCSS	Q1
3.OA	Operations and Algebraic Thinking	
3.OA.A	Represent and solve problems involving multiplication and division.	
3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	P
3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	P
3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	P
3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	P
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	P
3.OA.B.06	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	P
3.OA.C	Multiply and divide within 100.	
3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers	P
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.D.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	P
3.OA.D.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	P
3.NBT	Number and Operations in Base Ten	

3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.01	Use place value understanding to round whole numbers to the nearest 10 or 100.	P
3.NBT.A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	I
3.NBT.A.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	I
3.NF	Numer and Operations - Fractions	
3.NF.A	Develop understanding of fractions as numbers.	
3.NF.A.01	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	I
3.NF.A.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	I
3.NF.A.02a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	I
3.NF.A.02b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	I
3.NF.A.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	I
3.NF.A.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	I
3.NF.A.03b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	I
3.NF.A.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	I
3.NF.A.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I
3.MD	Measurement and Data	
3.MD.A	Solve problems involving measurement and estimation.	
3.MD.A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	
3.MD.B	Represent and interpret data.	

3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	I
3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	
3.MD.C	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**	
3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	I
3.MD.C.05a	**A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.**	I
3.MD.C.05b	**A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.**	I
3.MD.C.06	**Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**	I
3.MD.C.07	**Relate area to the operations of multiplication and addition.**	I
3.MD.C.07a	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**	I
3.MD.C.07b	**Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**	I
3.MD.C.07c	**Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**	I
3.MD.C.07d	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**	I
3.MD.D	**Geometric measurement: recognize perimeter.**	
3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	
3.G	**Geometry**	
3.G.A	**Reason with shapes and their attributes.**	
3.G.A.01	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	
3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	
	New Standards:	**10**
	Review Standards:	**0**

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3rd Grade	Mathematics CCSS	Q2
3.OA	Operations and Algebraic Thinking	
3.OA.A	Represent and solve problems involving multiplication and division.	
3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	P
3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	P
3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	P
3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	P
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	P
3.OA.B.06	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	P
3.OA.C	Multiply and divide within 100.	
3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers	P
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.D.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	P
3.OA.D.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	P
3.NBT	Number and Operations in Base Ten	

3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.01	Use place value understanding to round whole numbers to the nearest 10 or 100.	P
3.NBT.A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
3.NBT.A.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	P
3.NF	Numer and Operations - Fractions	
3.NF.A	Develop understanding of fractions as numbers.	
3.NF.A.01	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	I
3.NF.A.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	I
3.NF.A.02a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	I
3.NF.A.02b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	I
3.NF.A.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	I
3.NF.A.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	I
3.NF.A.03b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	I
3.NF.A.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	I
3.NF.A.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I
3.MD	Measurement and Data	
3.MD.A	Solve problems involving measurement and estimation.	
3.MD.A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	I
3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	I
3.MD.B	Represent and interpret data.	

3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	I
3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	
3.MD.C	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**	
3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	P
3.MD.C.05a	**A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.**	P
3.MD.C.05b	**A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.**	P
3.MD.C.06	**Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**	P
3.MD.C.07	**Relate area to the operations of multiplication and addition.**	P
3.MD.C.07a	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**	P
3.MD.C.07b	**Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**	P
3.MD.C.07c	**Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**	P
3.MD.C.07d	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**	P
3.MD.D	**Geometric measurement: recognize perimeter.**	
3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	
3.G	**Geometry**	
3.G.A	**Reason with shapes and their attributes.**	
3.G.A.01	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	I
3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	I
	New Standards:	**9**
	Review Standards:	**10**

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3rd Grade	Mathematics CCSS	Q3
3.OA	Operations and Algebraic Thinking	
3.OA.A	Represent and solve problems involving multiplication and division.	
3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	
3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	
3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
3.OA.B.06	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	
3.OA.C	Multiply and divide within 100.	
3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers	P
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.D.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	P
3.OA.D.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	
3.NBT	Number and Operations in Base Ten	

3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.01	Use place value understanding to round whole numbers to the nearest 10 or 100.	
3.NBT.A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
3.NBT.A.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	P
3.NF	Numer and Operations - Fractions	
3.NF.A	Develop understanding of fractions as numbers.	
3.NF.A.01	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	P
3.NF.A.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	P
3.NF.A.02a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	P
3.NF.A.02b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	P
3.NF.A.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	P
3.NF.A.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	P
3.NF.A.03b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	P
3.NF.A.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	P
3.NF.A.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	P
3.MD	Measurement and Data	
3.MD.A	Solve problems involving measurement and estimation.	
3.MD.A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	P
3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	P
3.MD.B	Represent and interpret data.	

3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	I
3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	I
3.MD.C	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**	
3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
3.MD.C.05a	**A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.**	
3.MD.C.05b	**A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.**	
3.MD.C.06	**Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**	
3.MD.C.07	**Relate area to the operations of multiplication and addition.**	
3.MD.C.07a	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**	
3.MD.C.07b	**Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**	
3.MD.C.07c	**Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**	
3.MD.C.07d	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**	
3.MD.D	**Geometric measurement: recognize perimeter.**	
3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	I
3.G	**Geometry**	
3.G.A	**Reason with shapes and their attributes.**	
3.G.A.01	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	P
3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	P
	New Standards:	**13**
	Review Standards:	**4**

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3rd Grade	Mathematics CCSS	Q4
3.OA	Operations and Algebraic Thinking	
3.OA.A	Represent and solve problems involving multiplication and division.	
3.OA.A.01	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	
3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	
3.OA.A.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
3.OA.A.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.	
3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.	
3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	
3.OA.B.06	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	
3.OA.C	Multiply and divide within 100.	
3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers	P
3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.OA.D.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	P
3.OA.D.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	
3.NBT	Number and Operations in Base Ten	

3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.01	Use place value understanding to round whole numbers to the nearest 10 or 100.	
3.NBT.A.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	P
3.NBT.A.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	P
3.NF	Numer and Operations - Fractions	
3.NF.A	Develop understanding of fractions as numbers.	
3.NF.A.01	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	
3.NF.A.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
3.NF.A.02a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	
3.NF.A.02b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	
3.NF.A.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
3.NF.A.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
3.NF.A.03b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
3.NF.A.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	
3.NF.A.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
3.MD	Measurement and Data	
3.MD.A	Solve problems involving measurement and estimation.	
3.MD.A.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	P
3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	P
3.MD.B	Represent and interpret data.	

3.MD.B.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	P
3.MD.B.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	P
3.MD.C	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**	
3.MD.C.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
3.MD.C.05a	**A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.**	
3.MD.C.05b	**A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.**	
3.MD.C.06	**Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).**	
3.MD.C.07	**Relate area to the operations of multiplication and addition.**	
3.MD.C.07a	**Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.**	
3.MD.C.07b	**Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.**	
3.MD.C.07c	**Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.**	
3.MD.C.07d	**Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.**	
3.MD.D	**Geometric measurement: recognize perimeter.**	
3.MD.D.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	P
3.G	**Geometry**	
3.G.A	**Reason with shapes and their attributes.**	
3.G.A.01	**Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.**	P
3.G.A.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	P
	New Standards:	**8**
	Review Standards:	**8**

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4th Grade	Mathematics CCSS	Q1	Q2	Q3	Q4
4.OA	**Operations and Algebraic Thinking**				
4.OA.A	**Use the four operations with whole numbers to solve problems.**				
4.OA.A.1	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	P	P		
4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**	P	P		
4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	P	P		
4.OA.B	**Gain familiarity with factors and multiples.**				
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	P	P		
4.OA.C	**Generate and analyze patterns.**				
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	P	P		
4.NBT	**Number and Operations in Base Ten**				
4.NBT.A	**Generalize place value understanding for multi-digit whole numbers.**				
4.NBT.A.01	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	P	P		
4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	P	P		
4.NBT.A.03	**Use place value understanding to round multi-digit whole numbers to any place.**	P	P		
4.NBT.B	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**				
4.NBT.B.04	**Fluently add and subtract multi-digit whole numbers using the standard algorithm.**	P	P	P	P
4.NBT.B.05	**using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**	I	P		

4.NBT.B.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I	P		
4.NF	Numbers and Operations - Fractions				
4.NF.A	Extend understanding of fraction equivalence and ordering.				
4.NF.A.01	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	I	P	P	
4.NF.A.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I	P	P	
4.NF.B	Build fractions from unit fractions.				
4.NF.B.03	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Parent	Standard		
4.NF.B.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	I	P	R	
4.NF.B.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	I	P	R	
4.NF.B.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	I	P	R	
4.NF.B.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	I	P	R	
4.NF.B.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Parent	Standard		
4.NF.B.04a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	I	I	P	
4.NF.B.04b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	I	I	P	
4.NF.B.04c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	I	I	P	
4.NF.C	Understand decimal notation for fractions, and compare decimal fractions.				
4.NF.C.05	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	I	I	P	
4.NF.C.06	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	I	I	P	
4.NF.C.07	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	I	I	P	

4.MD	**Measurement and Data**				
4.MD.A	**Solve problems involving measurement and conversion of measurements.**				
4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...			P	
4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			P	
4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.			P	
4.MD.B	**Represent and interpret data.**				
4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.			P	
4.MD.C	**Geometric measurement: understand concepts of angle and measure angles.**				
4.MD.C.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	Parent	Standard		
4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.			I	P
4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.			I	P
4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.			I	P
4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.			I	P
4.G	**Geometry**				
4.G.A	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**				
4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			I	P
4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			I	P
4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.			I	P
	New Standards:	**9**	**8**	**9**	**7**

	Review Standards:	**0**	**9**	**3**	**1**

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4th Grade	Mathematics CCSS	Q1
4.OA	**Operations and Algebraic Thinking**	
4.OA.A	**Use the four operations with whole numbers to solve problems.**	
4.OA.A.1	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	P
4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**	P
4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	P
4.OA.B	**Gain familiarity with factors and multiples.**	
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	P
4.OA.C	**Generate and analyze patterns.**	
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	P
4.NBT	**Number and Operations in Base Ten**	
4.NBT.A	**Generalize place value understanding for multi-digit whole numbers.**	
4.NBT.A.01	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	P
4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	P

4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.	P
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.B.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	P
4.NBT.B.05	using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I
4.NBT.B.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I
4.NF	Numbers and Operations - Fractions	
4.NF.A	Extend understanding of fraction equivalence and ordering.	
4.NF.A.01	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	I
4.NF.A.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I
4.NF.B	Build fractions from unit fractions.	
4.NF.B.03	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Parent
4.NF.B.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	I
4.NF.B.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	I
4.NF.B.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	I
4.NF.B.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	I
4.NF.B.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Parent
4.NF.B.04a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	I

4.NF.B.04b	**Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)**	I
4.NF.B.04c	**Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?**	I
4.NF.C	**Understand decimal notation for fractions, and compare decimal fractions.**	
4.NF.C.05	**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.**	I
4.NF.C.06	**Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	I
4.NF.C.07	**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**	I
4.MD	**Measurement and Data**	
4.MD.A	**Solve problems involving measurement and conversion of measurements.**	
4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	
4.MD.B	**Represent and interpret data.**	

4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	
4.MD.C	**Geometric measurement: understand concepts of angle and measure angles.**	
4.MD.C.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	Parent
4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	
4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	
4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	
4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	
4.G	**Geometry**	
4.G.A	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**	
4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	
4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	
	New Standards:	**9**
	Review Standards:	**0**

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4th Grade	Mathematics CCSS	Q2
4.OA	**Operations and Algebraic Thinking**	
4.OA.A	**Use the four operations with whole numbers to solve problems.**	
4.OA.A.1	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	P
4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**	P
4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	P
4.OA.B	**Gain familiarity with factors and multiples.**	
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	P
4.OA.C	**Generate and analyze patterns.**	
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	P
4.NBT	**Number and Operations in Base Ten**	
4.NBT.A	**Generalize place value understanding for multi-digit whole numbers.**	
4.NBT.A.01	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	P
4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	P

4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.	P
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.B.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	P
4.NBT.B.05	using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	P
4.NBT.B.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	P
4.NF	Numbers and Operations - Fractions	
4.NF.A	Extend understanding of fraction equivalence and ordering.	
4.NF.A.01	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	P
4.NF.A.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	P
4.NF.B	Build fractions from unit fractions.	
4.NF.B.03	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	Standard
4.NF.B.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	P
4.NF.B.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	P
4.NF.B.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	P
4.NF.B.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	P
4.NF.B.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Standard
4.NF.B.04a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	I

4.NF.B.04b	**Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)**	I
4.NF.B.04c	**Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?**	I
4.NF.C	**Understand decimal notation for fractions, and compare decimal fractions.**	
4.NF.C.05	**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.**	I
4.NF.C.06	**Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	I
4.NF.C.07	**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**	I
4.MD	**Measurement and Data**	
4.MD.A	**Solve problems involving measurement and conversion of measurements.**	
4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	
4.MD.B	**Represent and interpret data.**	

4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	
4.MD.C	**Geometric measurement: understand concepts of angle and measure angles.**	
4.MD.C.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	Standard
4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	
4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	
4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	
4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	
4.G	**Geometry**	
4.G.A	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**	
4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	
4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	
	New Standards:	**8**
	Review Standards:	**9**

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4th Grade	**Mathematics CCSS**	**Q3**
4.OA	**Operations and Algebraic Thinking**	
4.OA.A	**Use the four operations with whole numbers to solve problems.**	
4.OA.A.1	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	
4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**	
4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	
4.OA.B	**Gain familiarity with factors and multiples.**	
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
4.OA.C	**Generate and analyze patterns.**	
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	
4.NBT	**Number and Operations in Base Ten**	
4.NBT.A	**Generalize place value understanding for multi-digit whole numbers.**	
4.NBT.A.01	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	
4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	

4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.	
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.B.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	P
4.NBT.B.05	using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NBT.B.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NF	Numbers and Operations - Fractions	
4.NF.A	Extend understanding of fraction equivalence and ordering.	
4.NF.A.01	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	P
4.NF.A.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	P
4.NF.B	Build fractions from unit fractions.	
4.NF.B.03	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	
4.NF.B.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	R
4.NF.B.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	R
4.NF.B.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	R
4.NF.B.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	R
4.NF.B.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
4.NF.B.04a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	P

4.NF.B.04b	**Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)**	P
4.NF.B.04c	**Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?**	P
4.NF.C	**Understand decimal notation for fractions, and compare decimal fractions.**	
4.NF.C.05	**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.**	P
4.NF.C.06	**Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	P
4.NF.C.07	**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**	P
4.MD	**Measurement and Data**	
4.MD.A	**Solve problems involving measurement and conversion of measurements.**	
4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	P
4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	P
4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	P
4.MD.B	**Represent and interpret data.**	

4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	P
4.MD.C	**Geometric measurement: understand concepts of angle and measure angles.**	
4.MD.C.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	I
4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	I
4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	I
4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	I
4.G	**Geometry**	
4.G.A	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**	
4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	I
4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	I
4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	I
	New Standards:	**9**
	Review Standards:	**3**

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4th Grade	Mathematics CCSS	Q4
4.OA	**Operations and Algebraic Thinking**	
4.OA.A	**Use the four operations with whole numbers to solve problems.**	
4.OA.A.1	**Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.**	
4.OA.A.2	**Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.**	
4.OA.A.3	**Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	
4.OA.B	**Gain familiarity with factors and multiples.**	
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
4.OA.C	**Generate and analyze patterns.**	
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	
4.NBT	**Number and Operations in Base Ten**	
4.NBT.A	**Generalize place value understanding for multi-digit whole numbers.**	
4.NBT.A.01	**Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.**	
4.NBT.A.02	**Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	

4.NBT.A.03	Use place value understanding to round multi-digit whole numbers to any place.	
4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.B.04	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	P
4.NBT.B.05	using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NBT.B.06	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NF	Numbers and Operations - Fractions	
4.NF.A	Extend understanding of fraction equivalence and ordering.	
4.NF.A.01	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
4.NF.A.02	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
4.NF.B	Build fractions from unit fractions.	
4.NF.B.03	Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	
4.NF.B.03a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	
4.NF.B.03b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	
4.NF.B.03c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	
4.NF.B.03d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	
4.NF.B.04	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	
4.NF.B.04a	Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	

4.NF.B.04b	**Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)**	
4.NF.B.04c	**Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?**	
4.NF.C	**Understand decimal notation for fractions, and compare decimal fractions.**	
4.NF.C.05	**Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.**	
4.NF.C.06	**Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.**	
4.NF.C.07	**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.**	
4.MD	**Measurement and Data**	
4.MD.A	**Solve problems involving measurement and conversion of measurements.**	
4.MD.A.01	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
4.MD.A.02	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
4.MD.A.03	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	
4.MD.B	**Represent and interpret data.**	

4.MD.B.04	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	
4.MD.C	**Geometric measurement: understand concepts of angle and measure angles.**	
4.MD.C.05	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
4.MD.C.05a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	P
4.MD.C.05b	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	P
4.MD.C.06	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	P
4.MD.C.07	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	P
4.G	**Geometry**	
4.G.A	**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**	
4.G.A.01	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	P
4.G.A.02	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	P
4.G.A.03	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	P
	New Standards:	**7**
	Review Standards:	**1**

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5th Grade	Mathematics CCSS	Q1	Q2	Q3	Q4
5.OA	**Operations and Algebraic Thinking**				
5.OA.A	**Write and interpret numerical expressions.**				
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	P			
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	P			
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	P			
5.NBT	**Number and Operations in Base Ten**				
5.NBT.A	**Understand the place value system.**				
5.NBT.A.1	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	P	R	R	R
5.NBT.A.2	**Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**	P	R	R	R
5.NBT.A.3	**Read, write, and compare decimals to thousandths.**	P	R	R	R
5.NBT.A.3a	**Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**	P	R	R	R
5.NBT.A.3b	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	P	R	R	R
5.NBT.A.4	**Use place value understanding to round decimals to any place.**	P	R	R	R
5.NBT.B	**Perform operations with multi-digit whole numbers and with decimals to the hundredths.**				
5.NBT.B.5	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	P	P	P	P
5.NBT.B.6	**Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**		P		
5.NBT.B.7	**Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**	P* add/sub	P* mult/div		
5.NF	**Number and Operations - Fractions**				
5.NF.A	**Use equivalent fractions as a strategy to add and subtract fractions.**				

5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)		I	P	
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.		I	P	
5.NF.B	Apply and extend previous understandings of multiplication and division.				
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	I	P		
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:	Parent	Standard		
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)			P	
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.			P	
5.NF.B.5	Interpret multiplication as scaling (resizing):	Parent	Standard		
5.NF.B.5a	By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.			P	
5.NF.B.5b	By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.			P	
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.			P	
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.			P	
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.			P	

5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.			P	
5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?			P	
5.MD	**Measurement and Data**				
5.MD.A	**Convert like measurement units within a given measurement system.**				
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.				P
5.MD.B	**Represent and interpret data.**				
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.				P
5.MD.C	**Geometric measurement: understand concepts of volume.**				
5.MD.C.3	Recognize that volume as an attribute of solid figures and understand concepts fo volume measurement.	Parent	Standard		
5.MD.C.3a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.		P		
5.MD.C.3b	A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.		P		
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		P		
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		P		
5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		P		
5.MD.C.5b	Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		P		
5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		P		
5.G	**Geometry**				
5.G.A	**Graph points on the coordinate plane to solve real-world and mathematical problems.**				
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).			I	P
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.			I	P

5.G.B	**Classify two-dimensional figures into categories based on their properties.**				
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.			I	P
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.			I	P
	New Standards:	**11**	**9**	**11**	**6**
	Review Standards:	**0**	**2**	**1**	**1**

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5th Grade	Mathematics CCSS	Q1
5.OA	**Operations and Algebraic Thinking**	
5.OA.A	**Write and interpret numerical expressions.**	
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	P
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	P
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	P
5.NBT	**Number and Operations in Base Ten**	
5.NBT.A	**Understand the place value system.**	
5.NBT.A.1	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	P
5.NBT.A.2	**Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**	P
5.NBT.A.3	**Read, write, and compare decimals to thousandths.**	P
5.NBT.A.3a	**Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**	P
5.NBT.A.3b	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	P
5.NBT.A.4	**Use place value understanding to round decimals to any place.**	P
5.NBT.B	**Perform operations with multi-digit whole numbers and with decimals to the hundredths.**	
5.NBT.B.5	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	P

5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	P* add/sub
5.NF	Number and Operations - Fractions	
5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	
5.NF.B	Apply and extend previous understandings of multiplication and division.	
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	I
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:	Parent
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	

5.NF.B.5	**Interpret multiplication as scaling (resizing):**	Parent
5.NF.B.5a	**By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**	
5.NF.B.5b	**By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**	
5.NF.B.6	**Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**	
5.NF.B.7	**Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.**	
5.NF.B.7a	**Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**	
5.NF.B.7b	**Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**	
5.NF.B.7c	**Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?**	
5.MD	**Measurement and Data**	
5.MD.A	**Convert like measurement units within a given measurement system.**	
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	
5.MD.B	**Represent and interpret data.**	
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
5.MD.C	**Geometric measurement: understand concepts of volume.**	

5.MD.C.3	**Recognize that volume as an attribute of solid figures and understand concepts fo volume measurement.**	Parent
5.MD.C.3a	**A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**	
5.MD.C.3b	**A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**	
5.MD.C.4	**Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**	
5.MD.C.5	**Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.**	
5.MD.C.5a	**Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.**	
5.MD.C.5b	**Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**	
5.MD.C.5c	**Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**	
5.G	**Geometry**	
5.G.A	**Graph points on the coordinate plane to solve real-world and mathematical problems.**	
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
5.G.B	**Classify two-dimensional figures into categories based on their properties.**	
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	
	New Standards:	**11**
	Review Standards:	**0**

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5th Grade	Mathematics CCSS	Q2
5.OA	**Operations and Algebraic Thinking**	
5.OA.A	**Write and interpret numerical expressions.**	
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	
5.NBT	**Number and Operations in Base Ten**	
5.NBT.A	**Understand the place value system.**	
5.NBT.A.1	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	R
5.NBT.A.2	**Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**	R
5.NBT.A.3	**Read, write, and compare decimals to thousandths.**	R
5.NBT.A.3a	**Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**	R
5.NBT.A.3b	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	R
5.NBT.A.4	**Use place value understanding to round decimals to any place.**	R
5.NBT.B	**Perform operations with multi-digit whole numbers and with decimals to the hundredths.**	
5.NBT.B.5	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	P

5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	P
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	P* mult/div
5.NF	Number and Operations - Fractions	
5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	I
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	I
5.NF.B	Apply and extend previous understandings of multiplication and division.	
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	P
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:	Standard
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	

5.NF.B.5	**Interpret multiplication as scaling (resizing):**	Standard
5.NF.B.5a	**By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**	
5.NF.B.5b	**By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**	
5.NF.B.6	**Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**	
5.NF.B.7	**Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.**	
5.NF.B.7a	**Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**	
5.NF.B.7b	**Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**	
5.NF.B.7c	**Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?**	
5.MD	**Measurement and Data**	
5.MD.A	**Convert like measurement units within a given measurement system.**	
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	
5.MD.B	**Represent and interpret data.**	
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
5.MD.C	**Geometric measurement: understand concepts of volume.**	

5.MD.C.3	**Recognize that volume as an attribute of solid figures and understand concepts fo volume measurement.**	Standard
5.MD.C.3a	**A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**	P
5.MD.C.3b	**A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**	P
5.MD.C.4	**Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**	P
5.MD.C.5	**Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.**	P
5.MD.C.5a	**Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.**	P
5.MD.C.5b	**Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**	P
5.MD.C.5c	**Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**	P
5.G	**Geometry**	
5.G.A	**Graph points on the coordinate plane to solve real-world and mathematical problems.**	
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	
5.G.B	**Classify two-dimensional figures into categories based on their properties.**	
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	
	New Standards:	**9**
	Review Standards:	**2**

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5th Grade	Mathematics CCSS	Q3
5.OA	**Operations and Algebraic Thinking**	
5.OA.A	**Write and interpret numerical expressions.**	
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	
5.NBT	**Number and Operations in Base Ten**	
5.NBT.A	**Understand the place value system.**	
5.NBT.A.1	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	R
5.NBT.A.2	**Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**	R
5.NBT.A.3	**Read, write, and compare decimals to thousandths.**	R
5.NBT.A.3a	**Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**	R
5.NBT.A.3b	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	R
5.NBT.A.4	**Use place value understanding to round decimals to any place.**	R
5.NBT.B	**Perform operations with multi-digit whole numbers and with decimals to the hundredths.**	
5.NBT.B.5	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	P

5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
5.NF	Number and Operations - Fractions	
5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	P
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	P
5.NF.B	Apply and extend previous understandings of multiplication and division.	
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:	
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	P
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	P

5.NF.B.5	**Interpret multiplication as scaling (resizing):**	
5.NF.B.5a	**By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**	P
5.NF.B.5b	**By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**	P
5.NF.B.6	**Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**	P
5.NF.B.7	**Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.**	P
5.NF.B.7a	**Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**	P
5.NF.B.7b	**Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**	P
5.NF.B.7c	**Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?**	P
5.MD	**Measurement and Data**	
5.MD.A	**Convert like measurement units within a given measurement system.**	
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	
5.MD.B	**Represent and interpret data.**	
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
5.MD.C	**Geometric measurement: understand concepts of volume.**	

5.MD.C.3	**Recognize that volume as an attribute of solid figures and understand concepts fo volume measurement.**	
5.MD.C.3a	**A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**	
5.MD.C.3b	**A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**	
5.MD.C.4	**Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**	
5.MD.C.5	**Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.**	
5.MD.C.5a	**Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.**	
5.MD.C.5b	**Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**	
5.MD.C.5c	**Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**	
5.G	**Geometry**	
5.G.A	**Graph points on the coordinate plane to solve real-world and mathematical problems.**	
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	I
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	I
5.G.B	**Classify two-dimensional figures into categories based on their properties.**	
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	I
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	I
	New Standards:	**11**
	Review Standards:	**1**

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5th Grade	Mathematics CCSS	Q4
5.OA	**Operations and Algebraic Thinking**	
5.OA.A	**Write and interpret numerical expressions.**	
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	
5.NBT	**Number and Operations in Base Ten**	
5.NBT.A	**Understand the place value system.**	
5.NBT.A.1	**Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.**	R
5.NBT.A.2	**Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.**	R
5.NBT.A.3	**Read, write, and compare decimals to thousandths.**	R
5.NBT.A.3a	**Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).**	R
5.NBT.A.3b	**Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.**	R
5.NBT.A.4	**Use place value understanding to round decimals to any place.**	R
5.NBT.B	**Perform operations with multi-digit whole numbers and with decimals to the hundredths.**	
5.NBT.B.5	**Fluently multiply multi-digit whole numbers using the standard algorithm.**	P

5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
5.NF	Number and Operations - Fractions	
5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.	
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	
5.NF.B	Apply and extend previous understandings of multiplication and division.	
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction:	
5.NF.B.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	
5.NF.B.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	

5.NF.B.5	**Interpret multiplication as scaling (resizing):**	
5.NF.B.5a	**By comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.**	
5.NF.B.5b	**By explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.**	
5.NF.B.6	**Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.**	
5.NF.B.7	**Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.**	
5.NF.B.7a	**Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.**	
5.NF.B.7b	**Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.**	
5.NF.B.7c	**Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?**	
5.MD	**Measurement and Data**	
5.MD.A	**Convert like measurement units within a given measurement system.**	
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	P
5.MD.B	**Represent and interpret data.**	
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	P
5.MD.C	**Geometric measurement: understand concepts of volume.**	

5.MD.C.3	**Recognize that volume as an attribute of solid figures and understand concepts fo volume measurement.**	
5.MD.C.3a	**A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.**	
5.MD.C.3b	**A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.**	
5.MD.C.4	**Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.**	
5.MD.C.5	**Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.**	
5.MD.C.5a	**Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.**	
5.MD.C.5b	**Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.**	
5.MD.C.5c	**Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.**	
5.G	**Geometry**	
5.G.A	**Graph points on the coordinate plane to solve real-world and mathematical problems.**	
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	P
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	P
5.G.B	**Classify two-dimensional figures into categories based on their properties.**	
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	P
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.	P
	New Standards:	**6**
	Review Standards:	**1**

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6th grade	Math CCSS	Q1	Q2	Q3	Q4
6.RP	Ratios and Proportional Relationships				
6.RP.A	Understand ratio concepts and use ratio reasoning to solve problems.				
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2 1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	P			
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” Expectations for unit rates in this grade are limited to non-complex fractions.	P			
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	P			
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	P			
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	P			
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	P			
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	P			
6.NS	The Number System				
6.NS.A	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.				

6.NS.A.1	**Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**	P			
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**				
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	P	P	P	P
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	P	P	P	P
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two	P			
6.NS.C	**Apply and extend previous understandings of numbers to the system of rational numbers.**				
6.NS.C.5	**Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**		p		
6.NS.C.6	**Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**		p		
6.NS.C.6.a	**Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.**		p		
6.NS.C.6.b	**Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.**		P		
6.NS.C.6.c	**Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.**		P		

6.NS.C.7	Understand ordering and absolute value of rational numbers.		P		
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.		P		
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.		P		
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.		P		
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.		P		
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points		P		
6.EE	Expressions and Equations				
6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.				
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.			P	
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.			P	
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.			P	
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the			P	
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving			P	
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.			P	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same			P	
6.EE.B	Reason about and solve one-variable equations and inequalities.				
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question which values			P	
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or,			P	

6.EE.B.7	**Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.**			P	
6.EE.B.8	**Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many**			P	
6.EE.C.9	**Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.**			P	
6.SP	**Statistics and Probabilty**				
6.SP.A	**Develop understanding of statistical variability.**				
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.				P
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.				P
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single				P
6.SP.B	**Summarize and describe distributions.**				
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.				P
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:				P
6.SP.B.5.a	Reporting the number of observations.				P
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement				P
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations				P
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.				P
6.G	**Geometry**				
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**				

6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing				P
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes				P
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply				P
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world				P
	New Standards:	**11**	**13**	**12**	**13**
	Review Standards:	**0**	**2**	**2**	**2**

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6th grade	Math CCSS	Q1
6.RP	Ratios and Proportional Relationships	
6.RP.A	Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2 1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	P
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." Expectations for unit rates in this grade are limited to non-complex fractions.	P
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	P
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	P
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	P
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	P
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	P
6.NS	The Number System	
6.NS.A	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	

6.NS.A.1	**Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**	P
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	P
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	P
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two	P
6.NS.C	**Apply and extend previous understandings of numbers to the system of rational numbers.**	
6.NS.C.5	**Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**	
6.NS.C.6	**Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**	
6.NS.C.6.a	**Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.**	

6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
6.NS.C.7	Understand ordering and absolute value of rational numbers.	
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.	
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.	
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points	
6.EE	Expressions and Equations	
6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.	
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.	
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the	
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving	

6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same	
6.EE.B	Reason about and solve one-variable equations and inequalities.	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question which values	
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or,	
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	
6.SP	Statistics and Probabilty	
6.SP.A	Develop understanding of statistical variability.	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single	

6.SP.B	**Summarize and describe distributions.**	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	
6.SP.B.5.a	Reporting the number of observations.	
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations	
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	
6.G	**Geometry**	
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing	
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes	
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply	
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world	
	New Standards:	**11**
	Review Standards:	**0**

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6th grade	Math CCSS	Q2
6.RP	Ratios and Proportional Relationships	
6.RP.A	Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2 1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” Expectations for unit rates in this grade are limited to non-complex fractions.	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
6.NS	The Number System	
6.NS.A	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	

6.NS.A.1	**Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	P
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	P
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two	
6.NS.C	**Apply and extend previous understandings of numbers to the system of rational numbers.**	
6.NS.C.5	**Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**	p
6.NS.C.6	**Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**	p
6.NS.C.6.a	**Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.**	p

6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	P
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	P
6.NS.C.7	Understand ordering and absolute value of rational numbers.	P
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.	P
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.	P
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	P
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	P
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points	P
6.EE	**Expressions and Equations**	
6.EE.A	**Apply and extend previous understandings of arithmetic to algebraic expressions.**	
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.	
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the	
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving	

6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same	
6.EE.B	Reason about and solve one-variable equations and inequalities.	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question which values	
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or,	
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	
6.SP	Statistics and Probabilty	
6.SP.A	Develop understanding of statistical variability.	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single	

6.SP.B	**Summarize and describe distributions.**	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	
6.SP.B.5.a	Reporting the number of observations.	
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations	
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	
6.G	**Geometry**	
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing	
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes	
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply	
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world	
	New Standards:	**13**
	Review Standards:	**2**

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6th grade	Math CCSS	Q3
6.RP	Ratios and Proportional Relationships	
6.RP.A	Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2 1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” Expectations for unit rates in this grade are limited to non-complex fractions.	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
6.NS	The Number System	
6.NS.A	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	

6.NS.A.1	**Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	P
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	P
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two	
6.NS.C	**Apply and extend previous understandings of numbers to the system of rational numbers.**	
6.NS.C.5	**Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**	
6.NS.C.6	**Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**	
6.NS.C.6.a	**Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.**	

6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
6.NS.C.7	Understand ordering and absolute value of rational numbers.	
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.	
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.	
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points	
6.EE	**Expressions and Equations**	
6.EE.A	**Apply and extend previous understandings of arithmetic to algebraic expressions.**	
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	P
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	P
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.	P
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the	P
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving	P

6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	P
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same	P
6.EE.B	Reason about and solve one-variable equations and inequalities.	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question which values	P
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or,	P
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	P
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many	P
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	P
6.SP	Statistics and Probabilty	
6.SP.A	Develop understanding of statistical variability.	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single	

6.SP.B	**Summarize and describe distributions.**	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	
6.SP.B.5.a	Reporting the number of observations.	
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations	
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	
6.G	**Geometry**	
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing	
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes	
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply	
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world	
	New Standards:	**12**
	Review Standards:	**2**

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6th grade	Math CCSS	Q4
6.RP	Ratios and Proportional Relationships	
6.RP.A	Understand ratio concepts and use ratio reasoning to solve problems.	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2 1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”	
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio a b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” Expectations for unit rates in this grade are limited to non-complex fractions.	
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations	
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios	
6.RP.A.3.b	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	
6.NS	The Number System	
6.NS.A	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	

6.NS.A.1	**Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B	**Compute fluently with multi-digit numbers and find common factors and multiples.**	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.	P
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	P
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two	
6.NS.C	**Apply and extend previous understandings of numbers to the system of rational numbers.**	
6.NS.C.5	**Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.**	
6.NS.C.6	**Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.**	
6.NS.C.6.a	**Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.**	

6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	
6.NS.C.7	Understand ordering and absolute value of rational numbers.	
6.NS.C.7.a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.	
6.NS.C.7.b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.	
6.NS.C.7.c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	
6.NS.C.7.d	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points	
6.EE	Expressions and Equations	
6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.	
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.	
6.EE.A.2a	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.	
6.EE.A.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the	
6.EE.A.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving	

6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same	
6.EE.B	Reason about and solve one-variable equations and inequalities.	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question which values	
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or,	
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	
6.EE.B.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	
6.SP	Statistics and Probabilty	
6.SP.A	Develop understanding of statistical variability.	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.	P
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	P
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single	P

6.SP.B	**Summarize and describe distributions.**	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	P
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:	P
6.SP.B.5.a	Reporting the number of observations.	P
6.SP.B.5.b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	P
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations	P
6.SP.B.5.d	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	P
6.G	**Geometry**	
6.G.A	**Solve real-world and mathematical problems involving area, surface area, and volume.**	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing	P
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes	P
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply	P
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world	P
	New Standards:	**13**
	Review Standards:	**2**

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7th grade	Math CCSS	Q1	Q2	Q3	Q4
7.NS	The Number System				
7.NS.A	Apply and extend previous understandings of operations with fractions.				
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;	P			
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	P			
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	P			
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	P			
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	P			
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by	P			
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	P			
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	P			
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	P			
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	P			
7.NS	The Number System				
7.NS.A	Apply and extend previous understandings of operations with fractions.				
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations		P		
7.EE	Expressions and Equations				
7.EE.A	Use properties of operations to generate equivalent expressions.				
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		P		
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same		P		
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.				

7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	I	P		
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		P		
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a		P		
7.EE.B.4b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.		P		
7.RP	**Ratios and Proportional Relationships**				
7.RP.A	**Analyze proportional relationships and use them to solve real-world and mathematical problems.**				
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.		P	P	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit			P	
7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.			P	
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			P	
7.RP.A.2c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.			P	
7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with			P	
7.G	**Geometry**				
7.G.A	**Draw construct, and describe geometrical figures and describe the relationships between them.**				
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a			I	P
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on			I	P
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right			I	P

7.G.B	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**				
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal			I	P
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and			I	P
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-			I	P
7.SP	**Statistics and Probabilty**				
7.SP.A	**Use random sampling to draw inferences about a population.**				
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that				P
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.				P
7.SP.B	**Draw informal comparative inferences about two populations.**				
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For				P
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-				P
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a				P
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.				P
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.				P
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to				P
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed				P
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.				P
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.				P
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space				P
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the				P
	New Standards:	11	6	7	19
	Review Standards:	**0**	**0**	**0**	**0**

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7th grade	Math CCSS	Q1
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;	P
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	P
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	P
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	P
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	P
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by	P
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	P
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	P
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	P
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	P
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	

7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations	
7.EE	Expressions and Equations	
7.EE.A	Use properties of operations to generate equivalent expressions.	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same	
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a	
7.EE.B.4b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	
7.RP	Ratios and Proportional Relationships	
7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit	

7.RP.A.2a	**Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.**	
7.RP.A.2b	**Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.**	
7.RP.A.2c	**Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.**	
7.RP.A.2d	**Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with**	
7.G	**Geometry**	
7.G.A	**Draw construct, and describe geometrical figures and describe the relationships between them.**	
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a	
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on	
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right	
7.G.B	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**	
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal	
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and	
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	
7.SP	**Statistics and Probabilty**	
7.SP.A	**Use random sampling to draw inferences about a population.**	
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that	
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	
7.SP.B	**Draw informal comparative inferences about two populations.**	

7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on	
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a	
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability	
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a	
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample	
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the	
	New Standards:	**11**
	Review Standards:	**0**

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7th grade	Math CCSS	Q2
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;	
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by	
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	

7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations	P
7.EE	Expressions and Equations	
7.EE.A	Use properties of operations to generate equivalent expressions.	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	P
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same	P
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	P
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	P
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a	P
7.EE.B.4b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	P
7.RP	Ratios and Proportional Relationships	
7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	P
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit	

7.RP.A.2a	**Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.**	
7.RP.A.2b	**Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.**	
7.RP.A.2c	**Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.**	
7.RP.A.2d	**Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with**	
7.G	**Geometry**	
7.G.A	**Draw construct, and describe geometrical figures and describe the relationships between them.**	
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a	
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on	
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right	
7.G.B	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**	
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal	
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and	
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	
7.SP	**Statistics and Probabilty**	
7.SP.A	**Use random sampling to draw inferences about a population.**	
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that	
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	
7.SP.B	**Draw informal comparative inferences about two populations.**	

7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on	
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a	
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability	
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a	
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample	
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the	
	New Standards:	**0**
	Review Standards:	**0**

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7th grade	Math CCSS	Q3
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;	
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by	
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	

7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations	
7.EE	Expressions and Equations	
7.EE.A	Use properties of operations to generate equivalent expressions.	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same	
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a	
7.EE.B.4b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	
7.RP	Ratios and Proportional Relationships	
7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	P
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit	P

7.RP.A.2a	**Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.**	P
7.RP.A.2b	**Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.**	P
7.RP.A.2c	**Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.**	P
7.RP.A.2d	**Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with**	P
7.G	**Geometry**	
7.G.A	**Draw construct, and describe geometrical figures and describe the relationships between them.**	
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a	I
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on	I
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right	I
7.G.B	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**	
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal	I
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and	I
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	I
7.SP	**Statistics and Probabilty**	
7.SP.A	**Use random sampling to draw inferences about a population.**	
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that	
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	
7.SP.B	**Draw informal comparative inferences about two populations.**	

7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on	
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a	
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability	
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a	
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample	
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the	
	New Standards:	**7**
	Review Standards:	**0**

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7th grade	Math CCSS	Q4
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers;	
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	
7.NS.A.1b	Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by	
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.	
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	
7.NS	The Number System	
7.NS.A	Apply and extend previous understandings of operations with fractions.	

7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations	
7.EE	Expressions and Equations	
7.EE.A	Use properties of operations to generate equivalent expressions.	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same	
7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
7.EE.B.4a	Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a	
7.EE.B.4b	Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	
7.RP	Ratios and Proportional Relationships	
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7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit	

7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	
7.RP.A.2c	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	
7.RP.A.2d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with	
7.G	**Geometry**	
7.G.A	**Draw construct, and describe geometrical figures and describe the relationships between them.**	
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a	P
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on	P
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right	P
7.G.B	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**	
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal	P
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and	P
7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-	P
7.SP	**Statistics and Probabilty**	
7.SP.A	**Use random sampling to draw inferences about a population.**	
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that	P
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	P
7.SP.B	**Draw informal comparative inferences about two populations.**	

7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on	P
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-	P
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a	P
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	P
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	P
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability	P
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a	P
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	P
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	P
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample	P
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question If 40% of donors have type A blood, what is the	P
	New Standards:	**13**
	Review Standards:	**0**

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8th grade	Math CCSS	Q1	Q2	Q3	Q4
8.F	Functions				
8.F.A	Define, evaluate, and compare functions.				
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.	P			
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	P			
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	P			
8.F.B	Use functions to model relationships between quantities.				
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	P			
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	P			
8.NS	The Number System				
8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers.				
8.NS.A.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	P			
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	P			
8.G	Geometry				
8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.				
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:				P
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.				P
8.G.A.1b	Angles are taken to angles of the same measure.				P

8.G.A.1c	Parallel lines are taken to parallel lines.				P
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.				P
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.				P
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.				P
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.				P
8.G.B	**Understand and apply the Pythagorean Theorem.**				
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.				P
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.				P
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.				P
8.G.C	**Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**				
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.				P
8.SP	**Statistics and Probabilty**				
8.SP.A	**Investigate patterns of association in bivariate data.**				
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.		P		
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.		P		
8.SP.A.3	the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr		P		
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?		P		
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**				
8.EE.C.7	Solve linear equations in one variable.		P		

8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).		P		
8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.		P		
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.		P		
8.EE.B	**Understand the connections between proportional relationships, lines, and linear equations.**				
8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.			P	
8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.			P	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**				
8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.		I	P	
8.EE.C.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.		I	P	
8.EE.C.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.		I	P	
8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		I	P	
8.EE.A	**Work with radicals and integer exponents.**				
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.			P	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.			P	
8.EE.A.3	Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.			P	
	New Standards:	**7**	**8**	**9**	**12**
	Review Standards:	**0**	**0**	**0**	**0**

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8th grade	Math CCSS	Q1
8.F	Functions	
8.F.A	Define, evaluate, and compare functions.	
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.	P
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	P
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	P
8.F.B	Use functions to model relationships between quantities.	
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	P
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	P
8.NS	The Number System	
8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers.	
8.NS.A.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	P

8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	P
8.G	Geometry	
8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:	
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.	
8.G.A.1b	Angles are taken to angles of the same measure.	
8.G.A.1c	Parallel lines are taken to parallel lines.	
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
8.G.B	Understand and apply the Pythagorean Theorem.	
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.	
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
8.SP	Statistics and Probabilty	

8.SP.A	**Investigate patterns of association in bivariate data.**	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
8.SP.A.3	interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope	
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.7	**Solve linear equations in one variable.**	
8.EE.C.7a	**Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).**	
8.EE.C.7b	**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**	
8.EE.A.4	**Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.**	
8.EE.B	**Understand the connections between proportional relationships, lines, and linear equations.**	
8.EE.B.5	**Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.**	

8.EE.B.6	**Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.**	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.8	**Analyze and solve pairs of simultaneous linear equations.**	
8.EE.C.8a	**Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.**	
8.EE.C.8b	**Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.**	
8.EE.C.8c	**Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.**	
8.EE.A	**Work with radicals and integer exponents.**	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	
8.EE.A.3	Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.	
	New Standards:	**7**
	Review Standards:	**0**

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8th grade	Math CCSS	Q2
8.F	Functions	
8.F.A	Define, evaluate, and compare functions.	
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.	
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	
8.F.B	Use functions to model relationships between quantities.	
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
8.NS	The Number System	
8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers.	
8.NS.A.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	

8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	
8.G	Geometry	
8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:	P
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.	P
8.G.A.1b	Angles are taken to angles of the same measure.	P
8.G.A.1c	Parallel lines are taken to parallel lines.	P
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	P
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	P
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	P
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	P
8.G.B	Understand and apply the Pythagorean Theorem.	
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.	P
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	P
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	P
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	P
8.SP	Statistics and Probabilty	

8.SP.A	**Investigate patterns of association in bivariate data.**	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
8.SP.A.3	interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope	
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.7	**Solve linear equations in one variable.**	
8.EE.C.7a	**Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).**	
8.EE.C.7b	**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**	
8.EE.A.4	**Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.**	
8.EE.B	**Understand the connections between proportional relationships, lines, and linear equations.**	
8.EE.B.5	**Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.**	

8.EE.B.6	**Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.**	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.8	**Analyze and solve pairs of simultaneous linear equations.**	
8.EE.C.8a	**Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.**	
8.EE.C.8b	**Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.**	
8.EE.C.8c	**Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.**	
8.EE.A	**Work with radicals and integer exponents.**	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	
8.EE.A.3	Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.	
	New Standards:	**12**
	Review Standards:	**0**

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8th grade	Math CCSS	Q3
8.F	Functions	
8.F.A	Define, evaluate, and compare functions.	
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.	
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	
8.F.B	Use functions to model relationships between quantities.	
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
8.NS	The Number System	
8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers.	
8.NS.A.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	

8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	
8.G	Geometry	
8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:	
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.	
8.G.A.1b	Angles are taken to angles of the same measure.	
8.G.A.1c	Parallel lines are taken to parallel lines.	
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
8.G.B	Understand and apply the Pythagorean Theorem.	
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.	
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
8.SP	Statistics and Probabilty	

8.SP.A	**Investigate patterns of association in bivariate data.**	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	P
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	P
8.SP.A.3	interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope	P
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	P
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.7	**Solve linear equations in one variable.**	P
8.EE.C.7a	**Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).**	P
8.EE.C.7b	**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**	P
8.EE.A.4	**Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.**	P
8.EE.B	**Understand the connections between proportional relationships, lines, and linear equations.**	
8.EE.B.5	**Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.**	

8.EE.B.6	**Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.**	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.8	**Analyze and solve pairs of simultaneous linear equations.**	I
8.EE.C.8a	**Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.**	I
8.EE.C.8b	**Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.**	I
8.EE.C.8c	**Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.**	I
8.EE.A	**Work with radicals and integer exponents.**	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	
8.EE.A.3	Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.	
	New Standards:	**8**
	Review Standards:	**0**

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8th grade	Math CCSS	Q4
8.F	Functions	
8.F.A	Define, evaluate, and compare functions.	
8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8.	
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	
8.F.B	Use functions to model relationships between quantities.	
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
8.NS	The Number System	
8.NS.A	Know that there are numbers that are not rational, and approximate them by rational numbers.	
8.NS.A.1	Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.	

8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	
8.G	Geometry	
8.G.A	Understand congruence and similarity using physical models, transparencies, or geometry software.	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations:	
8.G.A.1a	Lines are taken to lines, and line segments to line segments of the same length.	
8.G.A.1b	Angles are taken to angles of the same measure.	
8.G.A.1c	Parallel lines are taken to parallel lines.	
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	
8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	
8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
8.G.B	Understand and apply the Pythagorean Theorem.	
8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.	
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	
8.G.C.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
8.SP	Statistics and Probabilty	

8.SP.A	**Investigate patterns of association in bivariate data.**	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	
8.SP.A.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
8.SP.A.3	interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope	
8.SP.A.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.7	**Solve linear equations in one variable.**	
8.EE.C.7a	**Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).**	
8.EE.C.7b	**Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.**	
8.EE.A.4	**Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.**	
8.EE.B	**Understand the connections between proportional relationships, lines, and linear equations.**	
8.EE.B.5	**Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.**	P

8.EE.B.6	**Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.**	P
8.EE.C	**Analyze and solve linear equations and pairs of simultaneous linear equations.**	
8.EE.C.8	**Analyze and solve pairs of simultaneous linear equations.**	P
8.EE.C.8a	**Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.**	P
8.EE.C.8b	**Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.**	P
8.EE.C.8c	**Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.**	P
8.EE.A	**Work with radicals and integer exponents.**	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3–5 = 3–3 = 1/33 = 1/27.	P
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational.	P
8.EE.A.3	Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger.	P
	New Standards:	**9**
	Review Standards:	**0**

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High School	Algebra I CCSS	Q1	Q2	Q3	Q4
A-CED	**Creating Equations**				
A-CED.A	**Create equations that describe numbers or relationships.**				
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**	P (Eq)	P (Ineq)		
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**		P		
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**		P		
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	P			
S-ID	**Interpreting Categorical and Quantitative Data**				
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**				
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).				P
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.				P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).				P
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**				
S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**				P
S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**				P
S-ID.B.6a	**Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.**				P

S-ID.B.6b	**Informally assess the fit of a model function by plotting and analyzing residuals.**				P
S-ID.B.6c	**Fit a linear function for scatter plots that suggest a linear association.**				P
S-ID.C	**Interpret linear models**				
S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**		P		P
S-ID.C.8	**Compute (using technology) and interpret the correlation coefficient of a linear fit.**				P
S-ID.C.9	**Distinguish between correlation and causation.**				P
F-1F	**Interpreting Functions**				
F-IF.A	**Understand the concept of a function and use function notation.**				
F-IF.A.1	**Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).**	P			
F-IF.A.2	**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**	P			
F-IF.A.3	**Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.**		P		
F-IF.B	**Interpret functions that arise in applications in terms of the context.**				
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Linear eq)	P (Linear funct & ineq)		P (Quad)
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Linear eq)	P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.		P		
F-IF.C	**Analyze functions using different representations.**				
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.		P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)

F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.		P (Linear funct & ineq)		P (Quad)
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			P	
F-IF.C.7e	Graph exponential functions			P	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.			P	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.				P
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.			P	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.		P	P	P
F-BF	**Building Functions**				
F-BF.A	**Build a function that models a relationship between two quantities.**				
F-BF.A1	Write a function that describes a relationship between two quantities.		P		
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.		P		
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.		P		
F-BF.B	**Build new functions from existing functions.**				
F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P		P (Exp & Poly)	P (Quad)
F-LE	**Functions: Linear, Quadratic and Exponential Models**				
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**				
F-LE.A1	**Distinguish between situations that can be modeled with linear functions and with exponential functions.**			P	
F-LE.A1.a	**Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.**		P (Linear)	P (Exp)	

F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		P		
F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.			P	
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).		P (Linear)	P (Exp)	
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.			P	
F-LE.B	Interpret expressions for functions in terms of the situation they model.				
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.		P (Linear)	P (Exp)	
A-SSE	Seeing Structure in Expressions				
A-SSE.A	Interpret the structure of expressions.				
A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	P (Linear)	P (Linear)	P (Exp)	
A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	P		P	
A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.			P	
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).	P		P	P
A-SSE.B	Write expressions in equivalent forms to solve problems.				
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.		P	P	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.				P
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.				P
A-SSE.B.3c	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.			P	
A-APR	Arithmetic with Polynomials and Rational Expressions				
A-APR.A	Perform arithmetic operations on polynomials				

A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	P		P	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**				
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.				P
A-APR.C	**Use polynomial identities to solve problems**				
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1			P	
A-REI	**Reasoning with Equations and Inequalities**				
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**				
A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**	P (Linear eq)	P (Linear funct & ineq)	P (Exp & Poly)	P (Quad)
A-REI.B	**Solve equations and inequalities in one variable**				
A-REI.B3	**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**	P	P		
A-REI.B4	**Solve quadratic equations in one variable.**				P
A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**				P
A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.**				P
A-REI.C	**Solve systems of equations**				
A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**			P	
A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**			P	
A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**				P

A-REI.D	**Represent and solve equations and inequalities graphically**				
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).		P	P	
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**			P	
A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**		P	P	
N	**The Real Number System**				
N-RN.A	**Extend the properties of exponents to rational exponents.**				
N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5			P	
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.			P	
N-RN.B	**Use properties of rational and irrational numbers.**				
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	P			
N-Q	**Quantities**				
N-Q.A	**Reason quantitatively and use units to solve problems.**				
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	P			
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	P			
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	P			
G-GPE	**Expressing Geometric Properties with Equations**				
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**				
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**		P		
	New Standards:	**17**	**19**	**16**	**19**

	Review Standards:		**6**	**14**	**9**

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High School	Algebra I CCSS	Q1
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**	P (Eq)
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	P
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	
S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**	
S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**	

S-ID.B.6a	**Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.**	
S-ID.B.6b	**Informally assess the fit of a model function by plotting and analyzing residuals.**	
S-ID.B.6c	**Fit a linear function for scatter plots that suggest a linear association.**	
S-ID.C	**Interpret linear models**	
S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**	
S-ID.C.8	**Compute (using technology) and interpret the correlation coefficient of a linear fit.**	
S-ID.C.9	**Distinguish between correlation and causation.**	
F-1F	**Interpreting Functions**	
F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.1	**Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).**	P
F-IF.A.2	**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**	P
F-IF.A.3	**Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.**	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Linear eq)
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Linear eq)
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	

F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential functions	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1	Write a function that describes a relationship between two quantities.	
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A1	**Distinguish between situations that can be modeled with linear functions and with exponential functions.**	

F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	
F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	
F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	
F-LE.B	Interpret expressions for functions in terms of the situation they model.	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	
A-SSE	Seeing Structure in Expressions	
A-SSE.A	Interpret the structure of expressions.	
A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	P (Linear)
A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	P
A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.	
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).	P
A-SSE.B	Write expressions in equivalent forms to solve problems.	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.	
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	

A-SSE.B.3c	**Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.**	
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	P
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**	P (Linear eq)
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**	P
A-REI.B4	**Solve quadratic equations in one variable.**	
A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**	
A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.**	

A-REI.C	**Solve systems of equations**	
A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**	
A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**	
A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**	
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	
A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**	
N	**The Real Number System**	
N-RN.A	**Extend the properties of exponents to rational exponents.**	
N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
N-RN.B	**Use properties of rational and irrational numbers.**	
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	P

N-Q	**Quantities**	
N-Q.A	**Reason quantitatively and use units to solve problems.**	
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	P
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	P
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	P
G-GPE	**Expressing Geometric Properties with Equations**	
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**	
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**	
	New Standards:	**17**
	Review Standards:	

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High School	Algebra I CCSS	Q2
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**	P (Ineq)
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	P
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	P
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	
S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**	
S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**	

S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.	
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.	
S-ID.C	Interpret linear models	
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.	P
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.	
S-ID.C.9	Distinguish between correlation and causation.	
F-1F	Interpreting Functions	
F-IF.A	Understand the concept of a function and use function notation.	
F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	
F-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	P
F-IF.B	Interpret functions that arise in applications in terms of the context.	
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Linear funct & ineq)
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Linear funct & ineq)
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	P

F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Linear funct & ineq)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	P (Linear funct & ineq)
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential functions	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1	Write a function that describes a relationship between two quantities.	P
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	P
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	P
F-BF.B	**Build new functions from existing functions.**	

F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A1	**Distinguish between situations that can be modeled with linear functions and with exponential functions.**	
F-LE.A1.a	**Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.**	P (Linear)
F-LE.A1.b	**Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.**	P
F-LE.A1.c	**Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.**	
F-LE.A2	**Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).**	P (Linear)
F-LE.A3	**Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.**	
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**	
F-LE.B5	**Interpret the parameters in a linear or exponential function in terms of a context.**	P (Linear)
A-SSE	**Seeing Structure in Expressions**	
A-SSE.A	**Interpret the structure of expressions.**	
A-SSE.A.1	**Interpret expressions that represent a quantity in terms of its context.**	P (Linear)
A-SSE.A.1a	**Interpret parts of an expression, such as terms, factors, and coefficients.**	
A-SSE.A.1b	**Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.**	

A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).**	
A-SSE.B	**Write expressions in equivalent forms to solve problems.**	
A-SSE.B.3	**Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**	P
A-SSE.B.3a	**Factor a quadratic expression to reveal the zeros of the function it defines.**	
A-SSE.B.3b	**Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.**	
A-SSE.B.3c	**Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.**	
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**	P (Linear funct & ineq)
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**	P

A-REI.B4	**Solve quadratic equations in one variable.**	
A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**	
A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.**	
A-REI.C	**Solve systems of equations**	
A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**	
A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**	
A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**	
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	
A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**	P
N	**The Real Number System**	
N-RN.A	**Extend the properties of exponents to rational exponents.**	

N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
N-RN.B	**Use properties of rational and irrational numbers.**	
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
N-Q	**Quantities**	
N-Q.A	**Reason quantitatively and use units to solve problems.**	
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	
G-GPE	**Expressing Geometric Properties with Equations**	
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**	
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**	P
	New Standards:	**19**
	Review Standards:	**6**

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High School	**Algebra I CCSS**	**Q3**
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**	
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	
S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**	
S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**	

S-ID.B.6a	**Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.**	
S-ID.B.6b	**Informally assess the fit of a model function by plotting and analyzing residuals.**	
S-ID.B.6c	**Fit a linear function for scatter plots that suggest a linear association.**	
S-ID.C	**Interpret linear models**	
S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**	
S-ID.C.8	**Compute (using technology) and interpret the correlation coefficient of a linear fit.**	
S-ID.C.9	**Distinguish between correlation and causation.**	
F-1F	**Interpreting Functions**	
F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.1	**Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).**	
F-IF.A.2	**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**	
F-IF.A.3	**Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.**	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Exp & Poly)
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	

F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Exp & Poly)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	P
F-IF.C.7e	Graph exponential functions	P
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	P
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1	Write a function that describes a relationship between two quantities.	
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P (Exp & Poly)
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	

F-LE.A1	Distinguish between situations that can be modeled with linear functions and with exponential functions.	P
F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	P (Exp)
F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	
F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	P
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	P (Exp)
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	P
F-LE.B	Interpret expressions for functions in terms of the situation they model.	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	P (Exp)
A-SSE	Seeing Structure in Expressions	
A-SSE.A	Interpret the structure of expressions.	
A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	P (Exp)
A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	P
A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.	P
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).	P
A-SSE.B	Write expressions in equivalent forms to solve problems.	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.	

A-SSE.B.3b	**Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.**	
A-SSE.B.3c	**Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.**	P
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	P
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1	P
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**	P (Exp & Poly)
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**	
A-REI.B4	**Solve quadratic equations in one variable.**	
A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**	

A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.**	
A-REI.C	**Solve systems of equations**	
A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**	P
A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**	P
A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**	
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	P
A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**	P
N	**The Real Number System**	
N-RN.A	**Extend the properties of exponents to rational exponents.**	
N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	P
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	P

N-RN.B	**Use properties of rational and irrational numbers.**	
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
N-Q	**Quantities**	
N-Q.A	**Reason quantitatively and use units to solve problems.**	
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	
G-GPE	**Expressing Geometric Properties with Equations**	
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**	
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**	
	New Standards:	**16**
	Review Standards:	**14**

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High School	Algebra I CCSS	Q4
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**	
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	P
S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	P
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	
S-ID.B.5	**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.**	P
S-ID.B.6	**Represent data on two quantitative variables on a scatter plot and describe how the variables are related.**	P

S-ID.B.6a	**Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.**	P
S-ID.B.6b	**Informally assess the fit of a model function by plotting and analyzing residuals.**	P
S-ID.B.6c	**Fit a linear function for scatter plots that suggest a linear association.**	P
S-ID.C	**Interpret linear models**	
S-ID.C.7	**Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.**	P
S-ID.C.8	**Compute (using technology) and interpret the correlation coefficient of a linear fit.**	P
S-ID.C.9	**Distinguish between correlation and causation.**	P
F-1F	**Interpreting Functions**	
F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.1	**Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).**	
F-IF.A.2	**Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.**	
F-IF.A.3	**Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.**	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	P (Quad)
F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	P (Quad)
F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	

F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Quad)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.	P (Quad)
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential functions	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	P
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1	Write a function that describes a relationship between two quantities.	
F-BF.A1.a	Determine an explicit expression, a recursive process, or steps for calculation from a context.	
F-BF.A2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	P (Quad)
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	

F-LE.A1	Distinguish between situations that can be modeled with linear functions and with exponential functions.	
F-LE.A1.a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	
F-LE.A1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	
F-LE.A1.c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	
F-LE.A2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	
F-LE.A3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	
F-LE.B	Interpret expressions for functions in terms of the situation they model.	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	
A-SSE	Seeing Structure in Expressions	
A-SSE.A	Interpret the structure of expressions.	
A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.	
A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.	
A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.	
A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).	P
A-SSE.B	Write expressions in equivalent forms to solve problems.	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.	P
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	P

A-SSE.B.3c	**Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.1212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.**	
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.A1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	P
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C5	. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A1	**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.**	P (Quad)
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**	
A-REI.B4	**Solve quadratic equations in one variable.**	P
A-REI.B4.A	**Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x - p)2 = q that has the same solutions. Derive the quadratic formula from this form.**	P
A-REI.B4.B	**Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.**	P

A-REI.C	**Solve systems of equations**	
A-REI.C5	**Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.**	
A-REI.C6	**Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**	
A-REI.C7	**Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.**	P
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	
A-REI.D12	**Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.**	
N	**The Real Number System**	
N-RN.A	**Extend the properties of exponents to rational exponents.**	
N-RN.A1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	
N-RN.A2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
N-RN.B	**Use properties of rational and irrational numbers.**	
N-RN.B3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	

N-Q	**Quantities**	
N-Q.A	**Reason quantitatively and use units to solve problems.**	
N-Q.A1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	
N-Q.A2	Define appropriate quantities for the purpose of descriptive modeling.	
N-Q.A3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	
G-GPE	**Expressing Geometric Properties with Equations**	
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**	
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**	
	New Standards:	**19**
	Review Standards:	**9**

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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
A-CED	**Creating Equations**				
A-CED.A	**Create equations that describe numbers or relationships.**				
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and** quadratic functions, and simple rational and exponential functions. ****	P			
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	P (Linear / Quad)	P (Poly / Rational)		
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	P (Linear / Quad)	P (Poly / Rational)		
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**		P		
S-ID	**Interpreting Categorical and Quantitative Data**				
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**				
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).				P
S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.******				P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****				P
S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**				P
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**				
S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.				P

S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.				P
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****				P
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****				P
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.****				P
S-ID.C	**Interpret linear models**				
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****				P
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.****				P
S-ID.C.9	Distinguish between correlation and causation.****				P
S-CP	**Conditonal Probability and the rules of probability**				
S-CP.A	**Understand independence and conditional probability and use them to interpret data**				
S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).				P
S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.				P
S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.				P
S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.				P
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.				P
S-CP.B	**Use the rules of probability to compute probabilities of compound events in a uniform probability model**				

S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.				P
S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.				P
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.				P
S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.				P
S-MD	**Using Probability to Make Decisions**				
S-MD.A	Calculate expected values and use them to solve problems				
S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.				P
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.				P
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.				P
S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?				P
S-MD.B	**Use probability to evaluate outcomes of decisions**				
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.				P
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.				P
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.				P
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).				P

S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).				P
S-IC	**Statistics and Probability: Making Inferences and Justifying Conclusions**				
S-IC-.A	**Understand and evaluate random processes underlying statistical experiments**				
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.				P
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?				P
S-IC-.B	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**				
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.				P
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.				P
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.				P
S-IC.B6	Evaluate reports based on data.				P
F-1F	**Interpreting Functions**				
F-IF.A	**Understand the concept of a function and use function notation.**				
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.		P		
F-IF.B	**Interpret functions that arise in applications in terms of the context.**				
F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C	**Analyze functions using different representations.**				

F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	P			
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.			P	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		P		
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.		P		
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.			P	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	P			
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.			P	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
F-BF	**Building Functions**				
F-BF.A	**Build a function that models a relationship between two quantities.**				
F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**			P	
F-BF.B	**Build new functions from existing functions.**				
F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**	P (Linear / Quad)	P (Rational)	P (Radical)	
F-BF.B4	**Find inverse functions.**		P (Rational)	P (Radical)	

F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**		P (Rational)	P (Radical)	
F-LE	**Functions: Linear, Quadratic and Exponential Models**				
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**				
F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.			P	
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**				
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	P (Linear)		P (Exp)	
F-TF	**Trigonometric Functions**				
F-TF.A	**Extend the domain of trigonometric functions using the unit circle.**				
F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.				P
F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.				P
F-TF.B	**Model periodic phenomena with trigonometric functions.**				
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.				P
F-TF.C	**Prove and apply trigonometric identities.**				
F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.				P
A-SSE	**Seeing Structure in Expressions**				
A-SSE.A	**Interpret the structure of expressions.**				
A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).******	P	P		
A-SSE.B	**Write expressions in equivalent forms to solve problems.**				
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****	P		P	
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	P			
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	P			
A-SSE.B.4	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**		P	P	

A-APR	**Arithmetic with Polynomials and Rational Expressions**				
A-APR.A	**Perform arithmetic operations on polynomials**				
A-APR.1	**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**		P		
A-APR.B	**Understand the relationship between zeros and factors of polynomials**				
A-APR.B2	**Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).**		P		
A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**		P		
A-APR.C	**Use polynomial identities to solve problems**				
A-APR.C.4	**Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.**		P		
A-APR.C.5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**		P		
A-APR.D	**Use polynomial identities to solve problems**				
A-APR.D.6	**Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.**		P		
A-APR.D.7	**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.**		P		
A-REI	**Reasoning with Equations and Inequalities**				
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**				
A-REI.A2	**Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.******			P	
A-REI.B	**Solve equations and inequalities in one variable**				
A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	P			
A-REI.B4	Solve quadratic equations in one variable.****	P			
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q tha t has the same solutions. Derive the quadratic formula from this form.****	P			

A-REI.B4.B	Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b .	P			
A-REI.C	**Solve systems of equations**				
A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	P			
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	P			
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. ****	P			
A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.				P
A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).				P
A-REI.D	**Represent and solve equations and inequalities graphically**				
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	P (Linear / Quad)	P (Poly / Rational)	P (Radial / Exp)	
N	**Number and Quantity**				
N-RN	**The Real Number System**				
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5			P	
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.			P	
N-RN.3	Explain why the sum or product of two rational numbers is rational; tha t the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.			P	
N-VM	**Vector and Matrix Quantities**				

N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.				P
N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.				P
N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions				P
N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.				P
N-VM.10	(+) Understand tha t the zero and identity matrices pla y a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.				P
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.				P
N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.				P
N-CN	**The Complex Number System**				
N-CN.A	**Perform arithmetic operations with complex numbers.**				
N-CN.A1	Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	P	P		
N-CN.A2	Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	P	P		
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.		P		
N-CN.C	**Use complex numbers in polynomial identities and equations.**				
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	P			
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).	P	P		
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	P	P		
	New Standards:	32	15	9	49
	Review Standards:		14	16	
Standards Denoted "**" are review standards from Algebra 1. Any standard that has part of it underlined it is expected that specific part of the standard is**					

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High School	Algebra II CCSS	Q1
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and** quadratic functions, and simple rational and exponential functions. ****	P
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	P (Linear / Quad)
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	P (Linear / Quad)
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.****	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****	
S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	

S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.	
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****	
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****	
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.****	
S-ID.C	**Interpret linear models**	
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****	
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.****	
S-ID.C.9	Distinguish between correlation and causation.****	
S-CP	**Conditonal Probability and the rules of probability**	
S-CP.A	**Understand independence and conditional probability and use them to interpret data**	
S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	
S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	

S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	
S-CP.B	**Use the rules of probability to compute probabilities of compound events in a uniform probability model**	
S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S-MD	**Using Probability to Make Decisions**	
S-MD.A	Calculate expected values and use them to solve problems	
S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	

S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	
S-MD.B	**Use probability to evaluate outcomes of decisions**	
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
S-IC	**Statistics and Probability: Making Inferences and Justifying Conclusions**	
S-IC-.A	**Understand and evaluate random processes underlying statistical experiments**	
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	
S-IC-.B	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**	
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
S-IC.B6	Evaluate reports based on data.	
F-1F	**Interpreting Functions**	

F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**	P (Linear / Quad)
F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	P (Linear / Quad)
F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**	P (Linear / Quad)
F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Linear / Quad)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	P
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P (Linear / Quad)

F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	P
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P (Linear / Quad)
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**	P (Linear / Quad)
F-BF.B4	**Find inverse functions.**	
F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**	
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	P (Linear)
F-TF	**Trigonometric Functions**	
F-TF.A	**Extend the domain of trigonometric functions using the unit circle.**	

F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	
F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	
F-TF.B	**Model periodic phenomena with trigonometric functions.**	
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	
F-TF.C	**Prove and apply trigonometric identities.**	
F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	
A-SSE	**Seeing Structure in Expressions**	
A-SSE.A	**Interpret the structure of expressions.**	
A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).******	P
A-SSE.B	**Write expressions in equivalent forms to solve problems.**	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	P
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	P
A-SSE.B.4	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**	
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.1	**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B2	**Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).**	

A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**	
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C4	**Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.**	
A-APR.C5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**	
A-APR.D	**Use polynomial identities to solve problems**	
A-APR.D6	**Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.**	
A-APR.D7	**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.**	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A2	**Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.******	
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	P
A-REI.B4	Solve quadratic equations in one variable.****	P
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q tha t has the same solutions. Derive the quadratic formula from this form.****	P
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b .	P

A-REI.C	**Solve systems of equations**	
A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	P
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	P
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. ****	P
A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	
A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P (Linear / Quad)
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	P (Linear / Quad)
N	**Number and Quantity**	
N-RN	**The Real Number System**	
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
N-RN.3	Explain why the sum or product of two rational numbers is rational; tha t the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
N-VM	**Vector and Matrix Quantities**	

N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	
N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	
N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions	
N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	
N-VM.10	(+) Understand tha t the zero and identity matrices pla y a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	
N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	
N-CN	**The Complex Number System**	
N-CN.A	**Perform arithmetic operations with complex numbers.**	
N-CN.A1	Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	P
N-CN.A2	Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	P
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	
N-CN.C	**Use complex numbers in polynomial identities and equations.**	
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	P
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).	P
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	P
	New Standards:	32
	Review Standards:	
Standards Denoted "**" are review standards from Algebra 1. Any standard that has part of it underlined it is expected**		

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2019-20 Quarterly Pacing Guide

High School	Algebra II CCSS	Q2
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and** quadratic functions, and simple rational and exponential functions. ****	
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	P (Poly / Rational)
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	P (Poly / Rational)
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	P
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.****	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****	
S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	

S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.	
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****	
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****	
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.****	
S-ID.C	**Interpret linear models**	
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****	
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.****	
S-ID.C.9	Distinguish between correlation and causation.****	
S-CP	**Conditonal Probability and the rules of probability**	
S-CP.A	**Understand independence and conditional probability and use them to interpret data**	
S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	
S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	

S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	
S-CP.B	**Use the rules of probability to compute probabilities of compound events in a uniform probability model**	
S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S-MD	**Using Probability to Make Decisions**	
S-MD.A	Calculate expected values and use them to solve problems	
S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	

S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	
S-MD.B	**Use probability to evaluate outcomes of decisions**	
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
S-IC	**Statistics and Probability: Making Inferences and Justifying Conclusions**	
S-IC-.A	**Understand and evaluate random processes underlying statistical experiments**	
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	
S-IC-.B	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**	
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
S-IC.B6	Evaluate reports based on data.	
F-1F	**Interpreting Functions**	

F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	P
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**	P (Poly / Rational)
F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	P (Poly / Rational)
F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**	P (Poly / Rational)
F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Poly / Rational)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	P
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	P
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P (Poly / Rational)

F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P (Poly / Rational)
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**	P (Rational)
F-BF.B4	**Find inverse functions.**	P (Rational)
F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**	P (Rational)
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	
F-TF	**Trigonometric Functions**	
F-TF.A	**Extend the domain of trigonometric functions using the unit circle.**	

F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	
F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	
F-TF.B	**Model periodic phenomena with trigonometric functions.**	
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	
F-TF.C	**Prove and apply trigonometric identities.**	
F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	
A-SSE	**Seeing Structure in Expressions**	
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A-SSE.B	**Write expressions in equivalent forms to solve problems.**	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****	
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	
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A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**	P
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A-APR.C5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**	P
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A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	
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N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	
N-VM.10	(+) Understand tha t the zero and identity matrices pla y a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	
N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	
N-CN	**The Complex Number System**	
N-CN.A	**Perform arithmetic operations with complex numbers.**	
N-CN.A1	Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	P
N-CN.A2	Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	P
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	P
N-CN.C	**Use complex numbers in polynomial identities and equations.**	
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).	P
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	P
	New Standards:	15
	Review Standards:	14
Standards Denoted "**" are review standards from Algebra 1. Any standard that has part of it underlined it is expected**		

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2019-20 Quarterly Pacing Guide

High School	Algebra II CCSS	Q3
A-CED	**Creating Equations**	
A-CED.A	**Create equations that describe numbers or relationships.**	
A-CED.A.1	**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and** quadratic functions, and simple rational and exponential functions. ****	
A-CED.A.2	**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.**	
A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	
S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.****	
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****	
S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**	
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	

S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.	
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****	
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****	
S-ID.B.6c	Fit a linear function for scatter plots that suggest a linear association.****	
S-ID.C	**Interpret linear models**	
S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****	
S-ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit.****	
S-ID.C.9	Distinguish between correlation and causation.****	
S-CP	**Conditonal Probability and the rules of probability**	
S-CP.A	**Understand independence and conditional probability and use them to interpret data**	
S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	
S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	
S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	

S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	
S-CP.B	**Use the rules of probability to compute probabilities of compound events in a uniform probability model**	
S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S-CP.B.7	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S-CP.B.9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S-MD	**Using Probability to Make Decisions**	
S-MD.A	Calculate expected values and use them to solve problems	
S-MD.A.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	
S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	

S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	
S-MD.B	**Use probability to evaluate outcomes of decisions**	
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
S-IC	**Statistics and Probability: Making Inferences and Justifying Conclusions**	
S-IC-.A	**Understand and evaluate random processes underlying statistical experiments**	
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	
S-IC-.B	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**	
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
S-IC.B6	Evaluate reports based on data.	
F-1F	**Interpreting Functions**	

F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**	P (Radial / Exp)
F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	P (Radial / Exp)
F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**	P (Radial / Exp)
F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	P (Radial / Exp)
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	P
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	P
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	P (Radial / Exp)

F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	
F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	P
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	P (Radial / Exp)
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**	P
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**	P (Radical)
F-BF.B4	**Find inverse functions.**	P (Radical)
F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**	P (Radical)
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	P
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	P (Exp)
F-TF	**Trigonometric Functions**	

F-TF.A	**Extend the domain of trigonometric functions using the unit circle.**	
F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	
F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	
F-TF.B	**Model periodic phenomena with trigonometric functions.**	
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	
F-TF.C	**Prove and apply trigonometric identities.**	
F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	
A-SSE	**Seeing Structure in Expressions**	
A-SSE.A	**Interpret the structure of expressions.**	
A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).******	
A-SSE.B	**Write expressions in equivalent forms to solve problems.**	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****	P
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
A-SSE.B.4	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**	P
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.1	**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	

A-APR.B2	**Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).**	
A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**	
A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C4	**Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.**	
A-APR.C5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**	
A-APR.D	**Use polynomial identities to solve problems**	
A-APR.D6	**Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.**	
A-APR.D7	**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.**	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A2	**Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.******	P
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
A-REI.B4	Solve quadratic equations in one variable.****	
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q tha t has the same solutions. Derive the quadratic formula from this form.****	

A-REI.B4.B	Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b .	
A-REI.C	**Solve systems of equations**	
A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. ****	
A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	
A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	P (Radial / Exp)
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	P (Radial / Exp)
N	**Number and Quantity**	
N-RN	**The Real Number System**	
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	P
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	P

N-RN.3	Explain why the sum or product of two rational numbers is rational; tha t the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	P
N-VM	**Vector and Matrix Quantities**	
N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	
N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	
N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions	
N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	
N-VM.10	(+) Understand tha t the zero and identity matrices pla y a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	
N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	
N-CN	**The Complex Number System**	
N-CN.A	**Perform arithmetic operations with complex numbers.**	
N-CN.A1	Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	
N-CN.A2	Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	
N-CN.C	**Use complex numbers in polynomial identities and equations.**	
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).	
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	
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A-CED.A.3	**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.**	
A-CED.A.4	**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.**	
S-ID	**Interpreting Categorical and Quantitative Data**	
S-ID.A	**Summarize, represent, and interpret data on a single count or measurement variable**	
S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).	P
S-ID.A.2	**Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.****	P
S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).****	P
S-ID.A.4	**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets and tables to estimate areas under the normal curve.**	P
S-ID.B	**Summarize, represent, and interpret data on two categorical and quantitative variables**	

S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	P
S-ID.B.6	Represent data on two quantitative variables on a scatter plot and describe how the variables are related.	P
S-ID.B.6a	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ****	P
S-ID.B.6b	Informally assess the fit of a model function by plotting and analyzing residuals.****	P
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S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.****	P
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S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	P
S-CP.A.3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	P

S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	P
S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	P
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S-MD.A.2	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	P
S-MD.A.3	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	P

S-MD.A.4	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	P
S-MD.B	**Use probability to evaluate outcomes of decisions**	
S-MD.B.5	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	P
S-MD.B.5a	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fastfood restaurant.	P
S-MD.B.5b	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	P
S-MD.B.6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	P
S-MD.B.7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	P
S-IC	**Statistics and Probability: Making Inferences and Justifying Conclusions**	
S-IC-.A	**Understand and evaluate random processes underlying statistical experiments**	
S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	P
S-IC.A2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	P
S-IC-.B	**Make inferences and justify conclusions from sample surveys, experiments, and observational studies**	
S-IC.B3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	P
S-IC.B4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	P
S-IC.B5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	P
S-IC.B6	Evaluate reports based on data.	P
F-1F	**Interpreting Functions**	

F-IF.A	**Understand the concept of a function and use function notation.**	
F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.	
F-IF.B	**Interpret functions that arise in applications in terms of the context.**	
F-IF.B.4	**For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**	
F-IF.B.5	**Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	
F-IF.B.6	**Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.**	
F-IF.C	**Analyze functions using different representations.**	
F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	
F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.****	
F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	
F-IF.C.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	

F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.2)t, y = (0.97)t, y = (1.1)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.	
F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	
F-BF	**Building Functions**	
F-BF.A	**Build a function that models a relationship between two quantities.**	
F-BF.A1.b	**Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.**	
F-BF.B	**Build new functions from existing functions.**	
F-BF.B3	**Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.**	
F-BF.B4	**Find inverse functions.**	
F-BF.B4.a	**Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x-1) for x ≠ 1.**	
F-LE	**Functions: Linear, Quadratic and Exponential Models**	
F-LE.A	**Construct and compare linear, quadratic, and exponential models and solve problems.**	
F-LE.A4	For exponential models, express as a logarithm the solution to abct = d where a, c, and dare numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	
F-LE.B	**Interpret expressions for functions in terms of the situation they model.**	
F-LE.B5	Interpret the parameters in a linear or exponential function in terms of a context.	
F-TF	**Trigonometric Functions**	
F-TF.A	**Extend the domain of trigonometric functions using the unit circle.**	
F-TF.A1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	P

F-TF.A2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	P
F-TF.B	**Model periodic phenomena with trigonometric functions.**	
F-TF.B5	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	P
F-TF.C	**Prove and apply trigonometric identities.**	
F-TF.C8	Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	P
A-SSE	**Seeing Structure in Expressions**	
A-SSE.A	**Interpret the structure of expressions.**	
A-SSE.A.2	**Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).******	
A-SSE.B	**Write expressions in equivalent forms to solve problems.**	
A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.****	
A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.****	
A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
A-SSE.B.4	**Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.**	
A-APR	**Arithmetic with Polynomials and Rational Expressions**	
A-APR.A	**Perform arithmetic operations on polynomials**	
A-APR.1	**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.**	
A-APR.B	**Understand the relationship between zeros and factors of polynomials**	
A-APR.B2	**Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).**	
A-APR.B3	**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.**	

A-APR.C	**Use polynomial identities to solve problems**	
A-APR.C4	**Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.**	
A-APR.C5	**. (+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1**	
A-APR.D	**Use polynomial identities to solve problems**	
A-APR.D6	**Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) +r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.**	
A-APR.D7	**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.**	
A-REI	**Reasoning with Equations and Inequalities**	
A-REI.A	**Understand solving equations as a process of reasoning and explain the reasoning**	
A-REI.A2	**Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.******	
A-REI.B	**Solve equations and inequalities in one variable**	
A-REI.B3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	
A-REI.B4	Solve quadratic equations in one variable.****	
A-REI.B4.A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p) 2 = q tha t has the same solutions. Derive the quadratic formula from this form.****	
A-REI.B4.B	Solve quadratic equations by inspection (e.g., for x 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b .	
A-REI.C	**Solve systems of equations**	

A-REI.C5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	
A-REI.C6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	
A-REI.C7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. ****	
A-REI.C8	. (+) Represent a system of linear equations as a single matrix equation in a vector variable.	P
A-REI.C9	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).	P
A-REI.D	**Represent and solve equations and inequalities graphically**	
A-REI.D10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	
A-REI.D11	**Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★**	
N	**Number and Quantity**	
N-RN	**The Real Number System**	
N-RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3)3 to hold, so (51/3) 3 must equal 5	
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
N-RN.3	Explain why the sum or product of two rational numbers is rational; tha t the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
N-VM	**Vector and Matrix Quantities**	
N-VM.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	P

N-VM.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	P
N-VM.8	(+) Add, subtract, and multiply matrices of appropriate dimensions	P
N-VM.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	P
N-VM.10	(+) Understand tha t the zero and identity matrices pla y a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	P
N-VM.11	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	P
N-VM.12	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	P
N-CN	**The Complex Number System**	
N-CN.A	**Perform arithmetic operations with complex numbers.**	
N-CN.A1	Know there is a complex number i such that i2 = -1, and every complex number has the form a + bi with a and b real.	
N-CN.A2	Use the relation i2 = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	
N-CN.A3	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	
N-CN.C	**Use complex numbers in polynomial identities and equations.**	
N-CN.C7	Solve quadratic equations with real coefficients that have complex solutions.	
N-CN.C8	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x - 2i).	
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	
	New Standards:	49
	Review Standards:	
Standards Denoted "**" are review standards from Algebra 1. Any standard that has part of it underlined it is expected**		

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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-C	**Circles**				
G-C.A	**Understand and apply theorems about circles**				
G-C.A.1	Prove that all circles are similar.			P	
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.			P	
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.			P	
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.			P	
G-C.B	**Find arc lengths and areas of sectors of circles**				
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.			P	
G-CO	**Congruence**				
G-CO.A	**Experiment with transformations in the plane**				
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	P			
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	P			
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	P			
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	P			
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	P			
G-CO.B	**Understand congruence in terms of rigid motions**				

G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		P		
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		P		
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.		P		
G-CO.C	**Prove geometric theorems**				
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	P			
G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	P	P	P	
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.			P	
G-CO.D	**Make geometric constructions**				
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	P			
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	P			
G-SRT	**Similarity, Right Triangles, and Trigonometry**				
G-SRT.A	**Understand similarity in terms of similarity transformations**				
G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**	P			
G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**	P			

G-SRT.A.1b	The dilation of a line segment is longer or shorter in the ratio given by the scale factor	P			
G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		P		
G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.		P		
G-SRT.B	Prove theorems involving similarity				
G-SRT.B.4	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity		P		
G-SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		P		
G-SRT.C	Define trigonometric ratios and solve problems involving right triangles				
G-SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.		P		
G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.		P		
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★		P		
G-SRT.D	Apply trigonometry to general triangles				
G-SRT.D.9	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .			P	
G-SRT.D.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems.			P	
G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).			P	
G-GMD	Geometric Measurement and Dimension				
G-GMD.A	Explain volume formulas and use them to solve problems				
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.			P	P
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.				P

G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.				P
G-GMD.B	**Visualize relationships between two-dimensional and three-dimensional objects**				
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.				P
G-GPE	Expressing Geometric Properties with Equations				
G-GPE.A	**Translate between the geometric description and the equation for a conic section**				
G-GPE.A.1	**Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.**			P	
G-GPE.A.2	**Derive the equation of a parabola given a focus and directrix.**			P	
G-GPE.B	**Use coordinates to prove simple geometric theorems algebraically**				
G-GPE.B.4	**Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)**			P	
G-GPE.B.5	**Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).**	P			
G-GPE.B.6	**Find the point on a directed line segment between two given points that partitions the segment in a given ratio.**	P			
G-GPE.B.7	**Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★**	P		P	
G-MG	**Modeling with Geometry**				
G-MG.A	**Apply geometric concepts in modeling situations**				
G-MG.A.1	**Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★**				P
G-MG.A.2	**Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★**				P
G-MG.A.3	**Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★**				P
S.CP	**Statisitics and Probability: Conditional Probability and the Rules of Probability**				
S.CP.A	**Understand independence and conditional probability and use them to interpret data**				
S.CP.A1	**Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").**				P

S.CP.A2	Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their probabilities, and use this characterization to determine if they are independent.				P
S.CP.A3	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.				P
S.CP.A4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.				P
S.CP.A5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.				P
S.CP.B	**Use the rules of probability to compute probabilities of compound events.**				
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.				P
S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.				P
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.				P
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.				P
S.MD	**Statisitics and Probability: Using Probability to Make Decisions**				
S.MD.B	**Use probability to evaluate outcomes of decisions**				
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).				P
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).				P
	New Standards:	15	10	13	17
	Review Standards:		1	2	1

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High School	Geometry CCSS	Q1
G-C	**Circles**	
G-C.A	**Understand and apply theorems about circles**	
G-C.A.1	Prove that all circles are similar.	
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.	
G-C.B	**Find arc lengths and areas of sectors of circles**	
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	
G-CO	**Congruence**	
G-CO.A	**Experiment with transformations in the plane**	
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	P
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	P
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	P
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	P
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	P
G-CO.B	**Understand congruence in terms of rigid motions**	
G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
G-CO.C	**Prove geometric theorems**	
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	P

G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	P
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	
G-CO.D	**Make geometric constructions**	
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	P
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	P
G-SRT	**Similarity, Right Triangles, and Trigonometry**	
G-SRT.A	**Understand similarity in terms of similarity transformations**	
G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**	P
G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**	P
G-SRT.A.1b	**The dilation of a line segment is longer or shorter in the ratio given by the scale factor**	P
G-SRT.A.2	**Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**	
G-SRT.A.3	**Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.**	
G-SRT.B	**Prove theorems involving similarity**	
G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**	
G-SRT.B.5	**Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.**	
G-SRT.C	**Define trigonometric ratios and solve problems involving right triangles**	
G-SRT.C.6	**Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.**	
G-SRT.C.7	**Explain and use the relationship between the sine and cosine of complementary angles.**	
G-SRT.C.8	**Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★**	
G-SRT.D	**Apply trigonometry to general triangles**	
G-SRT.D.9	**(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .**	
G-SRT.D.10	**(+) Prove the Laws of Sines and Cosines and use them to solve problems.**	

G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	
G-GMD	Geometric Measurement and Dimension	
G-GMD.A	Explain volume formulas and use them to solve problems	
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	
G-GPE	Expressing Geometric Properties with Equations	
G-GPE.A	Translate between the geometric description and the equation for a conic section	
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.	
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically	
G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	P
G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	P
G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	P
G-MG	Modeling with Geometry	
G-MG.A	Apply geometric concepts in modeling situations	
G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	
G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	
G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	
S.CP	Statisitics and Probability: Conditional Probability and the Rules of Probability	
S.CP.A	Understand independence and conditional probability and use them to interpret data	
S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	
S.CP.A2	Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their probabilities, and use this characterization to determine if they are independent.	

S.CP.A3	**Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**	
S.CP.A4	**Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**	
S.CP.A5	**Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**	
S.CP.B	**Use the rules of probability to compute probabilities of compound events.**	
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S.MD	**Statisitics and Probability: Using Probability to Make Decisions**	
S.MD.B	**Use probability to evaluate outcomes of decisions**	
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
	New Standards:	15
	Review Standards:	

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High School	Geometry CCSS	Q2
G-C	**Circles**	
G-C.A	**Understand and apply theorems about circles**	
G-C.A.1	Prove that all circles are similar.	
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.	
G-C.B	**Find arc lengths and areas of sectors of circles**	
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	
G-CO	**Congruence**	
G-CO.A	**Experiment with transformations in the plane**	
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	
G-CO.B	**Understand congruence in terms of rigid motions**	
G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	P
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	P
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	P
G-CO.C	**Prove geometric theorems**	
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	

G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	P
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	
G-CO.D	**Make geometric constructions**	
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	
G-SRT	**Similarity, Right Triangles, and Trigonometry**	
G-SRT.A	**Understand similarity in terms of similarity transformations**	
G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**	
G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**	
G-SRT.A.1b	**The dilation of a line segment is longer or shorter in the ratio given by the scale factor**	
G-SRT.A.2	**Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**	P
G-SRT.A.3	**Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.**	P
G-SRT.B	**Prove theorems involving similarity**	
G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**	P
G-SRT.B.5	**Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.**	P
G-SRT.C	**Define trigonometric ratios and solve problems involving right triangles**	
G-SRT.C.6	**Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.**	P
G-SRT.C.7	**Explain and use the relationship between the sine and cosine of complementary angles.**	P
G-SRT.C.8	**Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★**	P
G-SRT.D	**Apply trigonometry to general triangles**	
G-SRT.D.9	**(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .**	
G-SRT.D.10	**(+) Prove the Laws of Sines and Cosines and use them to solve problems.**	

G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	
G-GMD	Geometric Measurement and Dimension	
G-GMD.A	Explain volume formulas and use them to solve problems	
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	
G-GPE	Expressing Geometric Properties with Equations	
G-GPE.A	Translate between the geometric description and the equation for a conic section	
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.	
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically	
G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	
G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	
G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	
G-MG	Modeling with Geometry	
G-MG.A	Apply geometric concepts in modeling situations	
G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	
G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	
G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	
S.CP	Statisitics and Probability: Conditional Probability and the Rules of Probability	
S.CP.A	Understand independence and conditional probability and use them to interpret data	
S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	
S.CP.A2	Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their probabilities, and use this characterization to determine if they are independent.	

S.CP.A3	**Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**	
S.CP.A4	**Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**	
S.CP.A5	**Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**	
S.CP.B	**Use the rules of probability to compute probabilities of compound events.**	
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S.MD	**Statisitics and Probability: Using Probability to Make Decisions**	
S.MD.B	**Use probability to evaluate outcomes of decisions**	
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
	New Standards:	10
	Review Standards:	1

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High School	Geometry CCSS	Q3
G-C	**Circles**	
G-C.A	**Understand and apply theorems about circles**	
G-C.A.1	Prove that all circles are similar.	P
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	P
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	P
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.	P
G-C.B	**Find arc lengths and areas of sectors of circles**	
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	P
G-CO	**Congruence**	
G-CO.A	**Experiment with transformations in the plane**	
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	
G-CO.B	**Understand congruence in terms of rigid motions**	
G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
G-CO.C	**Prove geometric theorems**	
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	

G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	P
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	P
G-CO.D	**Make geometric constructions**	
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	
G-SRT	**Similarity, Right Triangles, and Trigonometry**	
G-SRT.A	**Understand similarity in terms of similarity transformations**	
G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**	
G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**	
G-SRT.A.1b	**The dilation of a line segment is longer or shorter in the ratio given by the scale factor**	
G-SRT.A.2	**Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**	
G-SRT.A.3	**Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.**	
G-SRT.B	**Prove theorems involving similarity**	
G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**	
G-SRT.B.5	**Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.**	
G-SRT.C	**Define trigonometric ratios and solve problems involving right triangles**	
G-SRT.C.6	**Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.**	
G-SRT.C.7	**Explain and use the relationship between the sine and cosine of complementary angles.**	
G-SRT.C.8	**Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★**	
G-SRT.D	**Apply trigonometry to general triangles**	
G-SRT.D.9	**(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .**	P
G-SRT.D.10	**(+) Prove the Laws of Sines and Cosines and use them to solve problems.**	P

G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	P
G-GMD	Geometric Measurement and Dimension	
G-GMD.A	Explain volume formulas and use them to solve problems	
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	P
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	
G-GPE	Expressing Geometric Properties with Equations	
G-GPE.A	Translate between the geometric description and the equation for a conic section	
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	P
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.	P
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically	
G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	P
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	
G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	
G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	P
G-MG	Modeling with Geometry	
G-MG.A	Apply geometric concepts in modeling situations	
G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	
G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	
G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	
S.CP	Statisitics and Probability: Conditional Probability and the Rules of Probability	
S.CP.A	Understand independence and conditional probability and use them to interpret data	
S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	
S.CP.A2	Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their probabilities, and use this characterization to determine if they are independent.	

S.CP.A3	**Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**	
S.CP.A4	**Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**	
S.CP.A5	**Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**	
S.CP.B	**Use the rules of probability to compute probabilities of compound events.**	
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	
S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
S.MD	**Statisitics and Probability: Using Probability to Make Decisions**	
S.MD.B	**Use probability to evaluate outcomes of decisions**	
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	
	New Standards:	13
	Review Standards:	2

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High School	Geometry CCSS	Q4
G-C	**Circles**	
G-C.A	**Understand and apply theorems about circles**	
G-C.A.1	Prove that all circles are similar.	
G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	
G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	
G-C.A.4	(+) Construct a tangent line from a point outside a given circle to the circle.	
G-C.B	**Find arc lengths and areas of sectors of circles**	
G-C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	
G-CO	**Congruence**	
G-CO.A	**Experiment with transformations in the plane**	
G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	
G-CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	
G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	
G-CO.A.4	Develop definitions of rotations, reflections and translations in terms of angles, circles, perpendicular lines, parallel lines and line segments.	
G-CO.A.5	Given a geometric figure and a rotation, reflection or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	
G-CO.B	**Understand congruence in terms of rigid motions**	
G-CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	
G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	
G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
G-CO.C	**Prove geometric theorems**	
G-CO.C.9	Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints,	

G-CO.C.10	Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.	
G-CO.C.11	Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	
G-CO.D	**Make geometric constructions**	
G-CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	
G-CO.D.13	Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.	
G-SRT	**Similarity, Right Triangles, and Trigonometry**	
G-SRT.A	**Understand similarity in terms of similarity transformations**	
G-SRT.A.1	**Verify experimentally the properties of dilations given by a center and a scale factor:**	
G-SRT.A.1a	**A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.**	
G-SRT.A.1b	**The dilation of a line segment is longer or shorter in the ratio given by the scale factor**	
G-SRT.A.2	**Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.**	
G-SRT.A.3	**Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.**	
G-SRT.B	**Prove theorems involving similarity**	
G-SRT.B.4	**Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity**	
G-SRT.B.5	**Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.**	
G-SRT.C	**Define trigonometric ratios and solve problems involving right triangles**	
G-SRT.C.6	**Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.**	
G-SRT.C.7	**Explain and use the relationship between the sine and cosine of complementary angles.**	
G-SRT.C.8	**Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★**	
G-SRT.D	**Apply trigonometry to general triangles**	
G-SRT.D.9	**(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .**	
G-SRT.D.10	**(+) Prove the Laws of Sines and Cosines and use them to solve problems.**	

G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	
G-GMD	Geometric Measurement and Dimension	
G-GMD.A	Explain volume formulas and use them to solve problems	
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	P
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	P
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.	P
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects	
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	P
G-GPE	Expressing Geometric Properties with Equations	
G-GPE.A	Translate between the geometric description and the equation for a conic section	
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.	
G-GPE.B	Use coordinates to prove simple geometric theorems algebraically	
G-GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2)	
G-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	
G-GPE.B.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	
G-GPE.B.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★	
G-MG	Modeling with Geometry	
G-MG.A	Apply geometric concepts in modeling situations	
G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★	P
G-MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★	P
G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★	P
S.CP	Statisitics and Probability: Conditional Probability and the Rules of Probability	
S.CP.A	Understand independence and conditional probability and use them to interpret data	
S.CP.A1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	P
S.CP.A2	Understand that two events A and B are independent if the probability of A and Boccurring together is the product of their probabilities, and use this characterization to determine if they are independent.	P

S.CP.A3	**Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.**	P
S.CP.A4	**Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.**	P
S.CP.A5	**Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.**	P
S.CP.B	**Use the rules of probability to compute probabilities of compound events.**	
S.CP.B6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	P
S.CP.B7	Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	P
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.	P
S.CP.B9	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.	P
S.MD	**Statisitics and Probability: Using Probability to Make Decisions**	
S.MD.B	**Use probability to evaluate outcomes of decisions**	
S.MD.B6	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	P
S.MD.B7	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	P
	New Standards:	17
	Review Standards:	1

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K	Kindergarten	Q1	Q2	Q3	Q4
SCI.K	Science				
SCI.K.PS2	Forces and Interactions: Pushes and Pulls				
SCI.K.PS2.1	**directions of pushes and pulls on the motion of an object**		P		
SCI.K.PS2.2	**Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**		P		
SCI.K.IRE	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment				
SCI.K.LS1.1	**Use observations to describe patterns of what plants and animals (including humans) need to survive**				P
SCI.K.ESS2.2	**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**				P
SCI.K.ESS3.1	**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**				P
SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment				P
SCI.K.WC	Weather and Climate				
SCI.K.PS3.1	**Make observations to determine the effect of sunlight on Earth's surface**	P			
SCI.K.PS3.2	**Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area**	P			
SCI.K.ESS2.1	**Use and share observations of local weather conditions to describe patterns over time**	P	R	R	
SCI.K.ESS3.2	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**	P	R	R	
SCI.K.ETS	Engineering Design				
SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool			P	
SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem			P	
SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs			P	
	New Standards:	**4**	**2**	**3**	**4**
	Review Standards:	**0**	**2**	**2**	**0**

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K	Kindergarten	Q1
SCI.K	Science	
SCI.K.PS2	Forces and Interactions: Pushes and Pulls	
SCI.K.PS2.1	**directions of pushes and pulls on the motion of an object**	
SCI.K.PS2.2	**Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**	
SCI.K.IRE	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
SCI.K.LS1.1	**Use observations to describe patterns of what plants and animals (including humans) need to survive**	
SCI.K.ESS2.2	**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**	
SCI.K.ESS3.1	**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**	
SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment	
SCI.K.WC	Weather and Climate	
SCI.K.PS3.1	**Make observations to determine the effect of sunlight on Earth's surface**	P
SCI.K.PS3.2	**Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area**	P
SCI.K.ESS2.1	**Use and share observations of local weather conditions to describe patterns over time**	P
SCI.K.ESS3.2	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**	P
SCI.K.ETS	Engineering Design	
SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	
SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	
SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	
	New Standards:	**4**
	Review Standards:	**0**

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K	Kindergarten	Q2
SCI.K	Science	
SCI.K.PS2	Forces and Interactions: Pushes and Pulls	
SCI.K.PS2.1	**directions of pushes and pulls on the motion of an object**	P
SCI.K.PS2.2	**Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**	P
SCI.K.IRE	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
SCI.K.LS1.1	**Use observations to describe patterns of what plants and animals (including humans) need to survive**	
SCI.K.ESS2.2	**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**	
SCI.K.ESS3.1	**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**	
SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment	
SCI.K.WC	Weather and Climate	
SCI.K.PS3.1	**Make observations to determine the effect of sunlight on Earth's surface**	
SCI.K.PS3.2	**Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area**	
SCI.K.ESS2.1	**Use and share observations of local weather conditions to describe patterns over time**	R
SCI.K.ESS3.2	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**	R
SCI.K.ETS	Engineering Design	
SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	
SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	
SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	
	New Standards:	**2**
	Review Standards:	**2**

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K	Kindergarten	Q3
SCI.K	Science	
SCI.K.PS2	Forces and Interactions: Pushes and Pulls	
SCI.K.PS2.1	**directions of pushes and pulls on the motion of an object**	
SCI.K.PS2.2	**Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**	
SCI.K.IRE	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
SCI.K.LS1.1	**Use observations to describe patterns of what plants and animals (including humans) need to survive**	
SCI.K.ESS2.2	**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**	
SCI.K.ESS3.1	**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**	
SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment	
SCI.K.WC	Weather and Climate	
SCI.K.PS3.1	**Make observations to determine the effect of sunlight on Earth's surface**	
SCI.K.PS3.2	**Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area**	
SCI.K.ESS2.1	**Use and share observations of local weather conditions to describe patterns over time**	R
SCI.K.ESS3.2	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**	R
SCI.K.ETS	Engineering Design	
SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P
SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P
SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P
	New Standards:	**3**
	Review Standards:	**2**

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K	Kindergarten	Q4
SCI.K	Science	
SCI.K.PS2	Forces and Interactions: Pushes and Pulls	
SCI.K.PS2.1	**directions of pushes and pulls on the motion of an object**	
SCI.K.PS2.2	**Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull**	
SCI.K.IRE	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
SCI.K.LS1.1	**Use observations to describe patterns of what plants and animals (including humans) need to survive**	P
SCI.K.ESS2.2	**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs**	P
SCI.K.ESS3.1	**Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live**	P
SCI.K.ESS3.3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment	P
SCI.K.WC	Weather and Climate	
SCI.K.PS3.1	**Make observations to determine the effect of sunlight on Earth's surface**	
SCI.K.PS3.2	**Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area**	
SCI.K.ESS2.1	**Use and share observations of local weather conditions to describe patterns over time**	
SCI.K.ESS3.2	**Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather**	
SCI.K.ETS	Engineering Design	
SCI.K.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	
SCI.K.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	
SCI.K.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	
	New Standards:	**4**
	Review Standards:	**0**

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1	First Grade	Q1	Q2	Q3	Q4
SCI.1	Science				
SCI.1.WLS	Waves: Light and Sound				
SCI.1.PS4.1	**can make sound and that sound can make materials vibrate**		P		
SCI.1.PS4.2	Make observations to construct an evidence-based account that objects can be seen only when illuminated		P		
SCI.1.PS4.3	**Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light**		I	P	
SCI.1.PS4.4	**Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance**		I	P	
SCI.1.SFI	Structure, Function, and Information Processing				
SCI.1.LS1.1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet	P			
SCI.1.LS1.2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive	P			
SCI.1.LS3.1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents				P
SCI.1.SS	Space Systems: Patterns and Cycles				
SCI.1.ESS1.1	**Use observations of the sun, moon, and stars to describe patterns that can be predicted**			I	P
SCI.1.ESS1.2	**Make observations at different times of year to relate the amount of daylight to the time of year**			I	P
SCI.1.ETS	Engineering Design				
SCI.1.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	I	I	I	P
SCI.1.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	I	I	I	P
SCI.1.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	I	I	I	P

	New Standards:	**2**	**2**	**2**	**6**
	Review Standards:	**0**	**0**	**0**	**0**

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2	Second Grade	Q1	Q2	Q3	Q4
SCI.2	Science				
SCI.2.SPM	Structure and Properties of Matter				
SCI.2.PS1.1	**observable properties**	P			
SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**	P			
SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**	P			
SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**	P			
SCI.2.IRE	Interdependent Relationships in Ecosystems				
SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow				P
SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants				P
SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats				P
SCI.2.ES	Earth's Systems: Processes that Shape the Earth				
SCI.2.ESS1.1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**		P		
SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**		P		
SCI.2.ESS2.2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**			P	
SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**			P	
SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**			P	
SCI.2.ESS2.3MI	**Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin**			P	
SCI.2.ETS	Engineering Design				
SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	I	I	I	P
SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	I	I	I	P
SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	I	I	I	P
	New Standards:	**4**	**2**	**4**	**6**
	Review Standards:	**0**	**0**	**0**	**0**

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2	Second Grade	Q1
SCI.2	Science	
SCI.2.SPM	Structure and Properties of Matter	
SCI.2.PS1.1	**observable properties**	P
SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**	P
SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**	P
SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**	P
SCI.2.IRE	Interdependent Relationships in Ecosystems	
SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow	
SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	
SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats	
SCI.2.ES	Earth's Systems: Processes that Shape the Earth	
SCI.2.ESS1.1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**	
SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**	
SCI.2.ESS2.2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**	
SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**	
SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**	
SCI.2.ESS2.3MI	**Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin**	
SCI.2.ETS	Engineering Design	
SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	I
SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	I
SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	I
	New Standards:	**4**
	Review Standards:	**0**

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2	Second Grade	Q2
SCI.2	Science	
SCI.2.SPM	Structure and Properties of Matter	
SCI.2.PS1.1	**observable properties**	
SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**	
SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**	
SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**	
SCI.2.IRE	Interdependent Relationships in Ecosystems	
SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow	
SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	
SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats	
SCI.2.ES	Earth's Systems: Processes that Shape the Earth	
SCI.2.ESS1.1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**	P
SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**	P
SCI.2.ESS2.2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**	
SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**	
SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**	
SCI.2.ESS2.3MI	**Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin**	
SCI.2.ETS	Engineering Design	
SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	I
SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	I
SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	I
	New Standards:	**2**
	Review Standards:	**0**

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2	Second Grade	Q3
SCI.2	Science	
SCI.2.SPM	Structure and Properties of Matter	
SCI.2.PS1.1	**observable properties**	
SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**	
SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**	
SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**	
SCI.2.IRE	Interdependent Relationships in Ecosystems	
SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow	
SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	
SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats	
SCI.2.ES	Earth's Systems: Processes that Shape the Earth	
SCI.2.ESS1.1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**	
SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**	
SCI.2.ESS2.2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**	P
SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**	P
SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**	P
SCI.2.ESS2.3MI	**Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin**	P
SCI.2.ETS	Engineering Design	
SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	I
SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	I
SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	I
	New Standards:	**4**
	Review Standards:	**0**

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2	Second Grade	Q4
SCI.2	Science	
SCI.2.SPM	Structure and Properties of Matter	
SCI.2.PS1.1	**observable properties**	
SCI.2.PS1.2	**Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**	
SCI.2.PS1.3	**Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object**	
SCI.2.PS1.4	**Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot**	
SCI.2.IRE	Interdependent Relationships in Ecosystems	
SCI.2.LS2.1	Plan and conduct an investigation to determine if plants need sunlight and water to grow	P
SCI.2.LS2.2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants	P
SCI.2.LS4.1	Make observations of plants and animals to compare the diversity of life in different habitats	P
SCI.2.ES	Earth's Systems: Processes that Shape the Earth	
SCI.2.ESS1.1	**Use information from several sources to provide evidence that Earth events can occur quickly or slowly**	
SCI.2.ESS2.1	**Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land**	
SCI.2.ESS2.2	**Develop a model to represent the shapes and kinds of land and bodies of water in an area**	
SCI.2.ESS2.2MI	**Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body**	
SCI.2.ESS2.3	**Obtain information to identify where water is found on Earth and that it can be solid or liquid**	
SCI.2.ESS2.3MI	**Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin**	
SCI.2.ETS	Engineering Design	
SCI.2.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P
SCI.2.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P
SCI.2.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P
	New Standards:	**6**
	Review Standards:	**0**

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3rd Grade	Science	Q1	Q2	Q3	Q4
SCI.3	MI Science Standards				
SCI.3.FI	Forces and Interactions				
SCI.3.PS2.1	**unbalanced forces on the motion of an object**	P			
SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**	P			
SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**	P			
SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**	P			
SCI.3.IRE	Interdependent Relationships in Ecosystems				
SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive		P		
SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**		P		
SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**		P		
SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**		P		
SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits				
SCI.3.LS1.1	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**		I	P	
SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms		I	P	
SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**		I	P	
SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**		I	P	
SCI.3.WC	Weather and Climate				
SCI.3.ESS2.1	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**				P
SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**				P

SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard				P
SCI.3.ETS	Engineering Design				
SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	I	I	I	P
SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	I	I	I	P
SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	I	I	I	P
	New Standards:	**4**	**4**	**4**	**6**
	Review Standards:	**0**	**0**	**0**	**0**

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3rd Grade	Science	Q1
SCI.3	MI Science Standards	
SCI.3.FI	Forces and Interactions	
SCI.3.PS2.1	**unbalanced forces on the motion of an object**	P
SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**	P
SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**	P
SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**	P
SCI.3.IRE	Interdependent Relationships in Ecosystems	
SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive	
SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**	
SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**	
SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**	
SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits	
SCI.3.LS1.1	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	
SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms	
SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**	
SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**	
SCI.3.WC	Weather and Climate	

SCI.3.ESS2.1	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**	
SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**	
SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard	
SCI.3.ETS	Engineering Design	
SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	I
SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	I
SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	I
	New Standards:	**4**
	Review Standards:	**0**

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3rd Grade	Science	Q2
SCI.3	MI Science Standards	
SCI.3.FI	Forces and Interactions	
SCI.3.PS2.1	**unbalanced forces on the motion of an object**	
SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**	
SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**	
SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**	
SCI.3.IRE	Interdependent Relationships in Ecosystems	
SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive	P
SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**	P
SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**	P
SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**	P
SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits	
SCI.3.LS1.1	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	I
SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms	I
SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**	I
SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**	I
SCI.3.WC	Weather and Climate	

SCI.3.ESS2.1	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**	
SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**	
SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard	
SCI.3.ETS	Engineering Design	
SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	I
SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	I
SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	I
	New Standards:	**4**
	Review Standards:	**0**

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3rd Grade	Science	Q3
SCI.3	MI Science Standards	
SCI.3.FI	Forces and Interactions	
SCI.3.PS2.1	**unbalanced forces on the motion of an object**	
SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**	
SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**	
SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**	
SCI.3.IRE	Interdependent Relationships in Ecosystems	
SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive	
SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**	
SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**	
SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**	
SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits	
SCI.3.LS1.1	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	P
SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms	P
SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**	P
SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**	P
SCI.3.WC	Weather and Climate	

SCI.3.ESS2.1	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**	
SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**	
SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard	
SCI.3.ETS	Engineering Design	
SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	I
SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	I
SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	I
	New Standards:	**4**
	Review Standards:	**0**

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3rd Grade	Science	Q4
SCI.3	MI Science Standards	
SCI.3.FI	Forces and Interactions	
SCI.3.PS2.1	**unbalanced forces on the motion of an object**	
SCI.3.PS2.2	**Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion**	
SCI.3.PS2.3	**Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other**	
SCI.3.PS2.4	**Define a simple design problem that can be solved by applying scientific ideas about magnets**	
SCI.3.IRE	Interdependent Relationships in Ecosystems	
SCI.3.LS2.1	Construct an argument that some animals form groups that help members survive	
SCI.3.LS4.1	**Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago**	
SCI.3.LS4.3	**Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all**	
SCI.3.LS4.4	**Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change**	
SCI.3.IVT	Inheritance and Variation of Traits: Life Cycles and Traits	
SCI.3.LS1.1	**Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death**	
SCI.3.LS3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms	
SCI.3.LS3.2	**Use evidence to support the explanation that traits can be influenced by the environment**	
SCI.3.LS4.2	**Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing**	
SCI.3.WC	Weather and Climate	

SCI.3.ESS2.1	**Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season**	P
SCI.3.ESS2.2	**Obtain and combine information to describe climates in different regions of the world**	P
SCI.3.ESS3.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard	P
SCI.3.ETS	Engineering Design	
SCI.3.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P
SCI.3.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P
SCI.3.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P
	New Standards:	**6**
	Review Standards:	**0**

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4th Grade	Science	Q1	Q2	Q3	Q4
SCI.4	MI Science Standards				
SCI.4.E	Energy				
SCI.4.PS3.1	**that object**	P	R		
SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**	P	R		
SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**	P	R		
SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**	P	R		
SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**	P	R		
SCI.4.WI	Waves: Waves and Information				
SCI.4.PS4.1	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**		P	R	
SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**		P	R	
SCI.4.SFI	Structure, Function, and Information Processing				
SCI.4.PS4.2	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**		P	R	
SCI.4.LS1.1	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**			I	P
SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**			I	P
SCI.4.ES	Earth's Systems: Processes that Shape the Earth				
SCI.4.ESS1.1	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**		I	P	R
SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time		I	P	R
SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**		I	P	R
SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**		I	P	R

SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**		I	P	R
SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places		I	P	R
SCI.4.ETS	Engineering Design				
SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P	P	P	P
SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P	P	P	P
SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P	P	P	P
FINAL	**New Standards:**	**8**	**6**	**9**	**5**
	Review Standards:	**0**	**5**	**3**	**6**

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4th Grade	Science	Q1
SCI.4	MI Science Standards	
SCI.4.E	Energy	
SCI.4.PS3.1	**that object**	P
SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**	P
SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**	P
SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**	P
SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**	P
SCI.4.WI	Waves: Waves and Information	
SCI.4.PS4.1	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**	
SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**	
SCI.4.SFI	Structure, Function, and Information Processing	
SCI.4.PS4.2	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**	
SCI.4.LS1.1	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**	
SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**	
SCI.4.ES	Earth's Systems: Processes that Shape the Earth	
SCI.4.ESS1.1	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**	
SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time	

SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**	
SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**	
SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**	
SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places	
SCI.4.ETS	Engineering Design	
SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P
SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P
SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P
FINAL	**New Standards:**	**8**
	Review Standards:	**0**

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4th Grade	Science	Q2
SCI.4	MI Science Standards	
SCI.4.E	Energy	
SCI.4.PS3.1	**that object**	R
SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**	R
SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**	R
SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**	R
SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**	R
SCI.4.WI	Waves: Waves and Information	
SCI.4.PS4.1	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**	P
SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**	P
SCI.4.SFI	Structure, Function, and Information Processing	
SCI.4.PS4.2	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**	P
SCI.4.LS1.1	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**	
SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**	
SCI.4.ES	Earth's Systems: Processes that Shape the Earth	
SCI.4.ESS1.1	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**	I
SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time	I

SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**	I
SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**	I
SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**	I
SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places	I
SCI.4.ETS	Engineering Design	
SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P
SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P
SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P
FINAL	**New Standards:**	**6**
	Review Standards:	**5**

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4th Grade	Science	Q3
SCI.4	MI Science Standards	
SCI.4.E	Energy	
SCI.4.PS3.1	**that object**	
SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**	
SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**	
SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**	
SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**	
SCI.4.WI	Waves: Waves and Information	
SCI.4.PS4.1	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**	R
SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**	R
SCI.4.SFI	Structure, Function, and Information Processing	
SCI.4.PS4.2	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**	R
SCI.4.LS1.1	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**	I
SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**	I
SCI.4.ES	Earth's Systems: Processes that Shape the Earth	
SCI.4.ESS1.1	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**	P
SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time	P

SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**	P
SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**	P
SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**	P
SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places	P
SCI.4.ETS	Engineering Design	
SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P
SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P
SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P
FINAL	**New Standards:**	**9**
	Review Standards:	**3**

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4th Grade	Science	Q4
SCI.4	MI Science Standards	
SCI.4.E	Energy	
SCI.4.PS3.1	**that object**	
SCI.4.PS3.2	**Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents**	
SCI.4.PS3.3	**Ask questions and predict outcomes about the changes in energy that occur when objects collide**	
SCI.4.PS3.4	**Apply scientific ideas to design, test, and refine a device that converts energy from one form to another**	
SCI.4.ESS3.1	**Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment**	
SCI.4.WI	Waves: Waves and Information	
SCI.4.PS4.1	**Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move**	
SCI.4.PS4.3	**Generate and compare multiple solutions that use patterns to transfer information**	
SCI.4.SFI	Structure, Function, and Information Processing	
SCI.4.PS4.2	**Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen**	
SCI.4.LS1.1	**Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction**	P
SCI.4.LS1.2	**Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**	P
SCI.4.ES	Earth's Systems: Processes that Shape the Earth	
SCI.4.ESS1.1	**Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time**	R
SCI.4.ESS1.1MI	Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time	R

SCI.4.ESS2.1	**Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**	R
SCI.4.ESS2.2	**Analyze and interpret data from maps to describe patterns of Earth's features**	R
SCI.4.ESS3.2	**Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans**	R
SCI.4.ESS3.2MI	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places	R
SCI.4.ETS	Engineering Design	
SCI.4.ETS1.1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost	P
SCI.4.ETS1.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	P
SCI.4.ETS1.3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved	P
FINAL	**New Standards:**	**5**
	Review Standards:	**6**

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5th Grade	Science	Q1	Q2	Q3	Q4
SCI.5	MI Science Standards				
SCI.MS.SPM	Structure and Properties of Matter				
SCI.5.PS1.1	**Develop a model to describe that matter is made of particles too small to be seen**	P	R		
SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**	P	R		
SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**	P	R		
SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	P	R		
SCI.5.PS3.1	**Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	I	P		
SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water	I	P	R	
SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	I	P	R	
SCI.5.ES	Earth's Systems				
SCI.5.ESS2.1	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**		I	P	
SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**		I	P	
SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**		I	P	
SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**		I	P	
SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment		I	P	R
SCI.5.SS	Space Systems: Stars and the Solar System				
SCI.5.PS2.1	**Support an argument that the gravitational force exerted by Earth on objects is directed down**			I	P
SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**			I	P
SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**			I	P

SCI.5.ETS	Engineering Design				
SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P	P	P	P
SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P	P	P	P
SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P	P	P	P
	New Standards:	**7**	**6**	**8**	**6**
	Review Standards:	**0**	**4**	**2**	**1**

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5th Grade	Science	Q1
SCI.5	MI Science Standards	
SCI.MS.SPM	Structure and Properties of Matter	
SCI.5.PS1.1	**Develop a model to describe that matter is made of particles too small to be seen**	P
SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**	P
SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**	P
SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	P
SCI.5.PS3.1	**Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	I
SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water	I
SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	I
SCI.5.ES	Earth's Systems	
SCI.5.ESS2.1	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**	
SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**	
SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**	
SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**	
SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment	
SCI.5.SS	Space Systems: Stars and the Solar System	
SCI.5.PS2.1	**Support an argument that the gravitational force exerted by Earth on objects is directed down**	

SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**	
SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**	
SCI.5.ETS	Engineering Design	
SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P
SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P
SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P
	New Standards:	**7**
	Review Standards:	**0**

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5th Grade	Science	Q2
SCI.5	MI Science Standards	
SCI.MS.SPM	Structure and Properties of Matter	
SCI.5.PS1.1	**Develop a model to describe that matter is made of particles too small to be seen**	R
SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**	R
SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**	R
SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	R
SCI.5.PS3.1	**Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	P
SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water	P
SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	P
SCI.5.ES	Earth's Systems	
SCI.5.ESS2.1	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**	I
SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**	I
SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**	I
SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**	I
SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment	I
SCI.5.SS	Space Systems: Stars and the Solar System	
SCI.5.PS2.1	**Support an argument that the gravitational force exerted by Earth on objects is directed down**	

SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**	
SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**	
SCI.5.ETS	Engineering Design	
SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P
SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P
SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P
	New Standards:	**6**
	Review Standards:	**4**

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5th Grade	Science	Q3
SCI.5	MI Science Standards	
SCI.MS.SPM	Structure and Properties of Matter	
SCI.5.PS1.1	**Develop a model to describe that matter is made of particles too small to be seen**	
SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**	
SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**	
SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	
SCI.5.PS3.1	**Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	
SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water	R
SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	R
SCI.5.ES	Earth's Systems	
SCI.5.ESS2.1	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**	P
SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**	P
SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**	P
SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**	P
SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment	P
SCI.5.SS	Space Systems: Stars and the Solar System	
SCI.5.PS2.1	**Support an argument that the gravitational force exerted by Earth on objects is directed down**	I

SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**	I	
SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**	I	
SCI.5.ETS	Engineering Design		
SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P	
SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P	
SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P	
	New Standards:	**8**	
	Review Standards:	**2**	

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5th Grade	Science	Q4
SCI.5	MI Science Standards	
SCI.MS.SPM	Structure and Properties of Matter	
SCI.5.PS1.1	**Develop a model to describe that matter is made of particles too small to be seen**	
SCI.5.PS1.2	**Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved**	
SCI.5.PS1.3	**Make observations and measurements to identify materials based on their properties**	
SCI.5.PS1.4	**Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	
SCI.5.PS3.1	**Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun**	
SCI.5.LS1.1	Support an argument that plants get the materials they need for growth chiefly from air and water	
SCI.5.LS2.1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	
SCI.5.ES	Earth's Systems	
SCI.5.ESS2.1	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact**	
SCI.5.ESS2.1MI	**Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin**	
SCI.5.ESS2.2	**Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth**	
SCI.5.ESS2.2MI	**Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth**	
SCI.5.ESS3.1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment	R
SCI.5.SS	Space Systems: Stars and the Solar System	
SCI.5.PS2.1	**Support an argument that the gravitational force exerted by Earth on objects is directed down**	P

SCI.5.ESS1.1	**Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth**	P
SCI.5.ESS1.2	**Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky**	P
SCI.5.ETS	Engineering Design	
SCI.5.ETS1.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	P
SCI.5.ETS1.2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	P
SCI.5.ETS1.3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	P
	New Standards:	**6**
	Review Standards:	**1**

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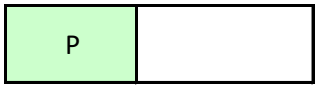
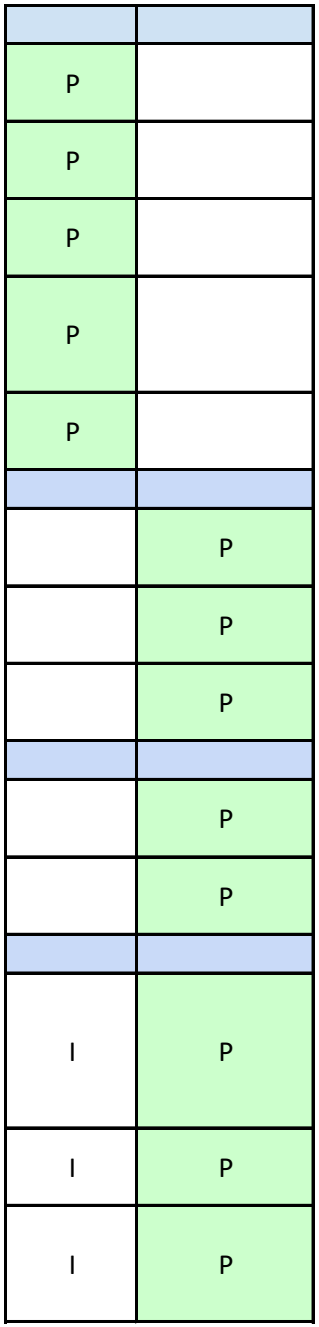
6	Sixth Grade	Q1	Q2
SCI.MS	**Science**		
SCI.MS.ES	**Earth's Systems**		
SCI.MS.ESS2.1	**Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process**	P	
SCI.MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	P	
SCI.MS.ESS3.1	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes**	P	
SCI.MS.HE	**History of Earth**		
SCI.MS.ESS1.4	**Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history**	I	P
SCI.MS.ESS2.2	**Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales**		P
SCI.MS.ESS2.3	**Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions**		P
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past		I
SCI.MS.SS	**Space Systems**		
SCI.MS.ESS1.1	**Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**		P
SCI.MS.ESS1.2	**Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system**		P
SCI.MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system		P
SCI.MS.SPM	**Structure and Properties of Matter**		
SCI.MS.PS1.1	**Develop models to describe the atomic composition of simple molecules and extended structures**		
SCI.MS.PS1.3	**Gather and make sense of information to describe that synthetic materials come from natural resources and impact society**		

Q3	Q4
P	
P	

SCI.MS.PS1.4	**Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed**		


P

SCI.MS.ERGY	**Energy**		
SCI.MS.PS3.1	**Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.**		
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**		
SCI.MS.PS3.3	**Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer**		
SCI.MS.PS3.4	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample**		
SCI.MS.PS3.5	**Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object**		
SCI.MS.MEOE	**Matter and Energy in Organisms and Ecosystems**		
SCI.MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem		
SCI.MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem		
SCI.MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations		
SCI.MS.IRE	**Interdependent Relationships in Ecosystems**		
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems		
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services		
SCI.MS.ED	**Engineering Design**		
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I	I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SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I	I
	New Standards:	**4**	**5**
	Review Standards:	**0**	**0**

I	P
8	**9**
0	**0**

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2019-20 Quarterly Pacing Guide		
6	**Sixth Grade**	**Q1**
SCI.MS	**Science**	
SCI.MS.ES	**Earth's Systems**	
SCI.MS.ESS2.1	**Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process**	P
SCI.MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	P
SCI.MS.ESS3.1	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes**	P
SCI.MS.HE	**History of Earth**	
SCI.MS.ESS1.4	**Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history**	I
SCI.MS.ESS2.2	**Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales**	
SCI.MS.ESS2.3	**Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions**	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.SS	**Space Systems**	
SCI.MS.ESS1.1	**Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**	
SCI.MS.ESS1.2	**Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system**	
SCI.MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system	
SCI.MS.SPM	**Structure and Properties of Matter**	

SCI.MS.PS1.1	Develop models to describe the atomic composition of simple molecules and extended structures	
SCI.MS.PS1.3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society	
SCI.MS.PS1.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed	

SCI.MS.ERGY	**Energy**	
SCI.MS.PS3.1	**Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.PS3.3	**Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer**	
SCI.MS.PS3.4	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample**	
SCI.MS.PS3.5	**Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object**	
SCI.MS.MEOE	**Matter and Energy in Organisms and Ecosystems**	
SCI.MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem	
SCI.MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem	
SCI.MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	
SCI.MS.IRE	**Interdependent Relationships in Ecosystems**	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	
SCI.MS.ED	**Engineering Design**	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I

SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**4**
	Review Standards:	**0**

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2019-20 Quarterly Pacing Guide		
6	**Sixth Grade**	**Q2**
SCI.MS	**Science**	
SCI.MS.ES	**Earth's Systems**	
SCI.MS.ESS2.1	**Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process**	
SCI.MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	
SCI.MS.ESS3.1	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes**	
SCI.MS.HE	**History of Earth**	
SCI.MS.ESS1.4	**Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history**	P
SCI.MS.ESS2.2	**Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales**	P
SCI.MS.ESS2.3	**Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions**	P
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	I
SCI.MS.SS	**Space Systems**	
SCI.MS.ESS1.1	**Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**	P
SCI.MS.ESS1.2	**Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system**	P
SCI.MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system	P
SCI.MS.SPM	**Structure and Properties of Matter**	

SCI.MS.PS1.1	Develop models to describe the atomic composition of simple molecules and extended structures	
SCI.MS.PS1.3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society	
SCI.MS.PS1.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed	

SCI.MS.ERGY	**Energy**	
SCI.MS.PS3.1	**Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.PS3.3	**Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer**	
SCI.MS.PS3.4	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample**	
SCI.MS.PS3.5	**Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object**	
SCI.MS.MEOE	**Matter and Energy in Organisms and Ecosystems**	
SCI.MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem	
SCI.MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem	
SCI.MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	
SCI.MS.IRE	**Interdependent Relationships in Ecosystems**	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	
SCI.MS.ED	**Engineering Design**	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I

SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**5**
	Review Standards:	**0**

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2019-20 Quarterly Pacing Guide		
6	**Sixth Grade**	**Q3**
SCI.MS	**Science**	
SCI.MS.ES	**Earth's Systems**	
SCI.MS.ESS2.1	**Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process**	
SCI.MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	
SCI.MS.ESS3.1	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes**	
SCI.MS.HE	**History of Earth**	
SCI.MS.ESS1.4	**Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history**	
SCI.MS.ESS2.2	**Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales**	
SCI.MS.ESS2.3	**Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions**	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.SS	**Space Systems**	
SCI.MS.ESS1.1	**Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**	
SCI.MS.ESS1.2	**Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system**	
SCI.MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system	
SCI.MS.SPM	**Structure and Properties of Matter**	

SCI.MS.PS1.1	Develop models to describe the atomic composition of simple molecules and extended structures	P
SCI.MS.PS1.3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society	P
SCI.MS.PS1.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed	P

SCI.MS.ERGY	**Energy**	
SCI.MS.PS3.1	**Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.**	P
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	P
SCI.MS.PS3.3	**Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer**	P
SCI.MS.PS3.4	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample**	P
SCI.MS.PS3.5	**Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object**	P
SCI.MS.MEOE	**Matter and Energy in Organisms and Ecosystems**	
SCI.MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem	
SCI.MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem	
SCI.MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	
SCI.MS.IRE	**Interdependent Relationships in Ecosystems**	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	
SCI.MS.ED	**Engineering Design**	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I

SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**8**
	Review Standards:	**0**

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2019-20 Quarterly Pacing Guide		
6	**Sixth Grade**	**Q4**
SCI.MS	**Science**	
SCI.MS.ES	**Earth's Systems**	
SCI.MS.ESS2.1	**Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process**	
SCI.MS.ESS2.4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	
SCI.MS.ESS3.1	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes**	
SCI.MS.HE	**History of Earth**	
SCI.MS.ESS1.4	**Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history**	
SCI.MS.ESS2.2	**Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales**	
SCI.MS.ESS2.3	**Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions**	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.SS	**Space Systems**	
SCI.MS.ESS1.1	**Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons**	
SCI.MS.ESS1.2	**Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system**	
SCI.MS.ESS1.3	Analyze and interpret data to determine scale properties of objects in the solar system	
SCI.MS.SPM	**Structure and Properties of Matter**	

SCI.MS.PS1.1	Develop models to describe the atomic composition of simple molecules and extended structures	
SCI.MS.PS1.3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society	
SCI.MS.PS1.4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed	

SCI.MS.ERGY	**Energy**	
SCI.MS.PS3.1	**Construct and interpret graphical displays of deaya to describe the relationship kinetic energy to the mass of an object and to the speed of an object.**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.PS3.3	**Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer**	
SCI.MS.PS3.4	**Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample**	
SCI.MS.PS3.5	**Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object**	
SCI.MS.MEOE	**Matter and Energy in Organisms and Ecosystems**	
SCI.MS.LS2.1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem	P
SCI.MS.LS2.3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem	P
SCI.MS.LS2.4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	P
SCI.MS.IRE	**Interdependent Relationships in Ecosystems**	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	P
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	P
SCI.MS.ED	**Engineering Design**	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	P
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	P

SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	P
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	P
	New Standards:	**9**
	Review Standards:	**0**

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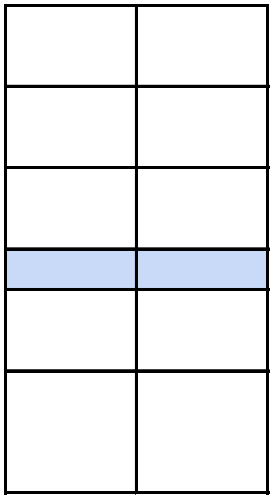
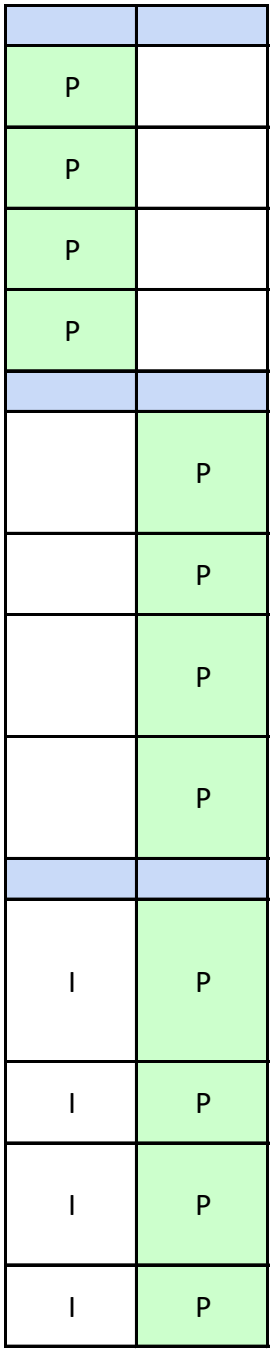
7	Seventh Grade	Q1	Q2
SCI.MS	Science		
SCI.MS.WC	Weather and Climate		
SCI.MS.ESS2.5	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions**	P	
SCI.MS.ESS2.5MI	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography**	P	
SCI.MS.ESS2.6	**Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates**	P	
SCI.MS.ESS3.5	**Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century**	P	
SCI.MS.HI	Human Impacts		
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I	
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I	
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I	
SCI.MS.ERGY	Energy		
SCI.MS.PS3.1	**Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**	P	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	P	
SCI.MS.CR	Chemical Reactions		

Q3	Q4

SCI.MS.PS1.2	**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred**		P
SCI.MS.PS1.5	**Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved**		P
SCI.MS.PS1.6	**Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes**		P
SCI.MS.MEOE	Matter and Energy in Organisms and Ecosystems		
SCI.MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms		P
SCI.MS.LS1.7	**Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**		P



SCI.MS.SFIP	Structure, Function, and Information Processing		
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells		
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function		
SCI.MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells		
SCI.MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories		
SCI.MS.GDR	Growth, Development, and Reproduction of Organisms		
SCI.MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively		
SCI.MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms		
SCI.MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism		
SCI.MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation		
SCI.MS.ED	Engineering Design		
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I	I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	New Standards:	6	5
	Review Standards:	0	0

4	8
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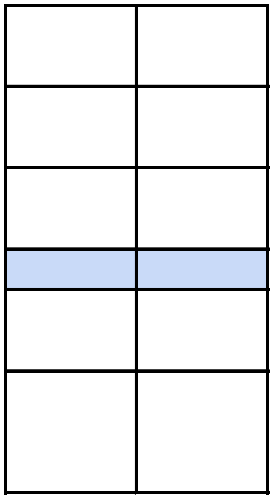
THE LEONA GROUP

2019-20 Quarterly Pacing Guide

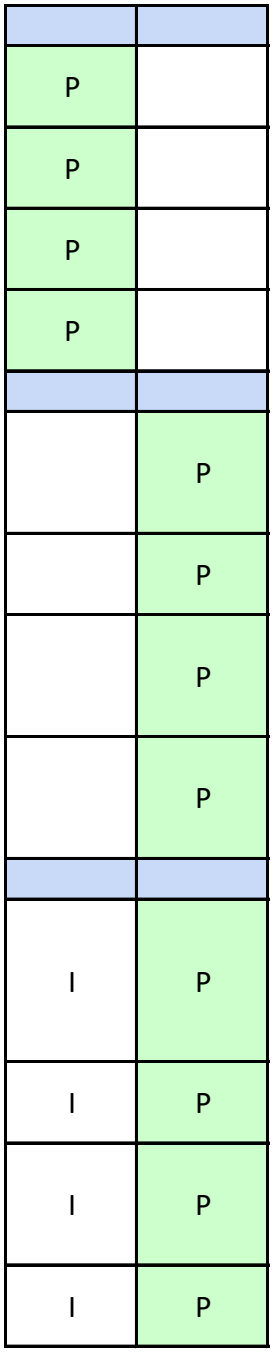
7	Seventh Grade	Q1	Q2
SCI.MS	Science		
SCI.MS.WC	Weather and Climate		
SCI.MS.ESS2.5	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions**	P	
SCI.MS.ESS2.5MI	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography**	P	
SCI.MS.ESS2.6	**Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates**	P	
SCI.MS.ESS3.5	**Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century**	P	
SCI.MS.HI	Human Impacts		
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I	
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I	
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I	
SCI.MS.ERGY	Energy		
SCI.MS.PS3.1	**Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**	P	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	P	
SCI.MS.CR	Chemical Reactions		

Q3	Q4

SCI.MS.PS1.2	**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred**		P
SCI.MS.PS1.5	**Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved**		P
SCI.MS.PS1.6	**Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes**		P
SCI.MS.MEOE	Matter and Energy in Organisms and Ecosystems		
SCI.MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms		P
SCI.MS.LS1.7	**Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**		P



SCI.MS.SFIP	Structure, Function, and Information Processing		
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells		
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function		
SCI.MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells		
SCI.MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories		
SCI.MS.GDR	Growth, Development, and Reproduction of Organisms		
SCI.MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively		
SCI.MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms		
SCI.MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism		
SCI.MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation		
SCI.MS.ED	Engineering Design		
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I	I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	New Standards:	6	5
	Review Standards:	0	0

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2019-20 Quarterly Pacing Guide

7	Seventh Grade	Q2
SCI.MS	Science	
SCI.MS.WC	Weather and Climate	
SCI.MS.ESS2.5	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions**	
SCI.MS.ESS2.5MI	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography**	
SCI.MS.ESS2.6	**Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates**	
SCI.MS.ESS3.5	**Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century**	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	
SCI.MS.ERGY	Energy	
SCI.MS.PS3.1	**Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.CR	Chemical Reactions	

SCI.MS.PS1.2	**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred**	P
SCI.MS.PS1.5	**Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved**	P
SCI.MS.PS1.6	**Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes**	P
SCI.MS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms	P
SCI.MS.LS1.7	**Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**	P

SCI.MS.SFIP	Structure, Function, and Information Processing	
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells	
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function	
SCI.MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells	
SCI.MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories	
SCI.MS.GDR	Growth, Development, and Reproduction of Organisms	
SCI.MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively	
SCI.MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms	
SCI.MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism	
SCI.MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation	
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I

	New Standards:	5
	Review Standards:	0

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2019-20 Quarterly Pacing Guide

7	Seventh Grade	Q3
SCI.MS	Science	
SCI.MS.WC	Weather and Climate	
SCI.MS.ESS2.5	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions**	
SCI.MS.ESS2.5MI	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography**	
SCI.MS.ESS2.6	**Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates**	
SCI.MS.ESS3.5	**Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century**	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	
SCI.MS.ERGY	Energy	
SCI.MS.PS3.1	**Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.CR	Chemical Reactions	

SCI.MS.PS1.2	**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred**	
SCI.MS.PS1.5	**Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved**	
SCI.MS.PS1.6	**Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes**	
SCI.MS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms	
SCI.MS.LS1.7	**Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**	

SCI.MS.SFIP	Structure, Function, and Information Processing	
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells	P
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function	P
SCI.MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells	P
SCI.MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories	P
SCI.MS.GDR	Growth, Development, and Reproduction of Organisms	
SCI.MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively	
SCI.MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms	
SCI.MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism	
SCI.MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation	
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I

	New Standards:	4
	Review Standards:	0

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2019-20 Quarterly Pacing Guide		
7	**Seventh Grade**	**Q4**
SCI.MS	Science	
SCI.MS.WC	Weather and Climate	
SCI.MS.ESS2.5	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions**	
SCI.MS.ESS2.5MI	**Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography**	
SCI.MS.ESS2.6	**Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates**	
SCI.MS.ESS3.5	**Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century**	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	
SCI.MS.ERGY	Energy	
SCI.MS.PS3.1	**Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object**	
SCI.MS.PS3.2	**Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system**	
SCI.MS.CR	Chemical Reactions	

SCI.MS.PS1.2	**Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred**	
SCI.MS.PS1.5	**Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved**	
SCI.MS.PS1.6	**Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes**	
SCI.MS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.MS.LS1.6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms	
SCI.MS.LS1.7	**Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism**	

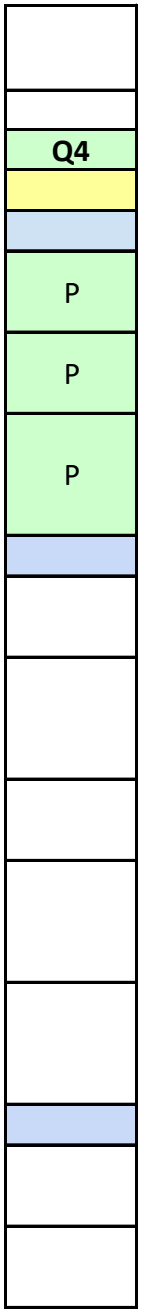
SCI.MS.SFIP	Structure, Function, and Information Processing	
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells	
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function	
SCI.MS.LS1.3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells	
SCI.MS.LS1.8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories	
SCI.MS.GDR	Growth, Development, and Reproduction of Organisms	
SCI.MS.LS1.4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively	P
SCI.MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms	P
SCI.MS.LS3.1	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism	P
SCI.MS.LS3.2	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation	P
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	P
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	P
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	P
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	P

	New Standards:	8
	Review Standards:	0

THE LEONA GROUP

2019-20 Quarterly Pacing Guide

8	Eighth Grade	Q1	Q2	Q3
SCI.MS	Science			
SCI.MS.HI	Human Impacts			
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I	I	I
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I	I	I
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I	I	I
SCI.MS.FI	Forces and Interactions			
SCI.MS.PS2.1	**Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects**	P		
SCI.MS.PS2.2	**Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object**	P		
SCI.MS.PS2.3	**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces**	P		
SCI.MS.PS2.4	**Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects**	P		
SCI.MS.PS2.5	**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact**	P		
SCI.MS.WER	Waves and Electromagnetic Radiation			
SCI.MS.PS4.1	**Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave**		P	
SCI.MS.PS4.2	**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials**		P	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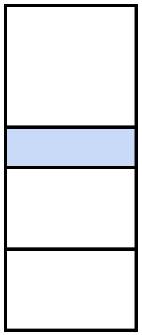
SCI.MS.PS4.3	**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals**		P	
SCI.MS.IRE	Interdependent Relationships in Ecosystems			
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems		P	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services		P	



SCI.MS.NSA	Natural Selection and Adaptations			
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past			P
SCI.MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships			P
SCI.MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy			P
SCI.MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment			P
SCI.MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time			P
SCI.MS.ED	Engineering Design			
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I	I	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I	I	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I	I	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I	I	I
	New Standards:	**5**	**5**	**5**
	Review Standards:	**0**	**0**	**0**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2019-20 Quarterly Pacing Guide

8	Eighth Grade	Q1
SCI.MS	Science	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I
SCI.MS.FI	Forces and Interactions	
SCI.MS.PS2.1	**Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects**	P
SCI.MS.PS2.2	**Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object**	P
SCI.MS.PS2.3	**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces**	P
SCI.MS.PS2.4	**Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects**	P
SCI.MS.PS2.5	**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact**	P
SCI.MS.WER	Waves and Electromagnetic Radiation	
SCI.MS.PS4.1	**Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave**	
SCI.MS.PS4.2	**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials**	

SCI.MS.PS4.3	**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals**	
SCI.MS.IRE	Interdependent Relationships in Ecosystems	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	

SCI.MS.NSA	Natural Selection and Adaptations	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships	
SCI.MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy	
SCI.MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment	
SCI.MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time	
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**5**
	Review Standards:	**0**

THE LEONA GROUP

2019-20 Quarterly Pacing Guide

8	Eighth Grade	Q2
SCI.MS	Science	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I
SCI.MS.FI	Forces and Interactions	
SCI.MS.PS2.1	**Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects**	
SCI.MS.PS2.2	**Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object**	
SCI.MS.PS2.3	**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces**	
SCI.MS.PS2.4	**Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects**	
SCI.MS.PS2.5	**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact**	
SCI.MS.WER	Waves and Electromagnetic Radiation	
SCI.MS.PS4.1	**Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave**	P
SCI.MS.PS4.2	**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials**	P

SCI.MS.PS4.3	**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals**	P
SCI.MS.IRE	Interdependent Relationships in Ecosystems	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	P
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	P

SCI.MS.NSA	Natural Selection and Adaptations	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships	
SCI.MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy	
SCI.MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment	
SCI.MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time	
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**5**
	Review Standards:	**0**

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8	Eighth Grade	Q3
SCI.MS	Science	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	I
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	I
SCI.MS.FI	Forces and Interactions	
SCI.MS.PS2.1	**Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects**	
SCI.MS.PS2.2	**Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object**	
SCI.MS.PS2.3	**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces**	
SCI.MS.PS2.4	**Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects**	
SCI.MS.PS2.5	**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact**	
SCI.MS.WER	Waves and Electromagnetic Radiation	
SCI.MS.PS4.1	**Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave**	
SCI.MS.PS4.2	**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials**	

SCI.MS.PS4.3	**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals**	
SCI.MS.IRE	Interdependent Relationships in Ecosystems	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	

SCI.MS.NSA	Natural Selection and Adaptations	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	P
SCI.MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships	P
SCI.MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy	P
SCI.MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment	P
SCI.MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time	P
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	I
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	I
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	I
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	I
	New Standards:	**5**
	Review Standards:	**0**

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8	Eighth Grade	Q4
SCI.MS	Science	
SCI.MS.HI	Human Impacts	
SCI.MS.ESS3.2	**Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects**	P
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	P
SCI.MS.ESS3.4	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems**	P
SCI.MS.FI	Forces and Interactions	
SCI.MS.PS2.1	**Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects**	
SCI.MS.PS2.2	**Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object**	
SCI.MS.PS2.3	**Ask questions about data to determine the factors that affect the strength of electric and magnetic forces**	
SCI.MS.PS2.4	**Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects**	
SCI.MS.PS2.5	**Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact**	
SCI.MS.WER	Waves and Electromagnetic Radiation	
SCI.MS.PS4.1	**Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave**	
SCI.MS.PS4.2	**Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials**	

SCI.MS.PS4.3	**Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals**	
SCI.MS.IRE	Interdependent Relationships in Ecosystems	
SCI.MS.LS2.2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems	
SCI.MS.LS2.5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services	

SCI.MS.NSA	Natural Selection and Adaptations	
SCI.MS.LS4.1	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past	
SCI.MS.LS4.2	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships	
SCI.MS.LS4.3	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy	
SCI.MS.LS4.4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment	
SCI.MS.LS4.6	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time	
SCI.MS.ED	Engineering Design	
SCI.MS.ETS1.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions	P
SCI.MS.ETS1.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem	P
SCI.MS.ETS1.3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success	P
SCI.MS.ETS1.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved	P
	New Standards:	**7**
	Review Standards:	**0**

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HS	Biology/Life Science	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration				
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system				
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision				
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects				
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current				
SCI.HS.WER	Waves and Electromagnetic Radiation				
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media				
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information				
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other				
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter				
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy				
SCI.HS.SF	Structure and Function				
SCI.HS.LS1.1	**Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**	P			
SCI.HS.LS1.2	**Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms**	P			
SCI.HS.LS1.3	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**	P			
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems				
SCI.HS.LS1.5	**Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy**		P		

SCI.HS.LS1.6	**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules**		P		
SCI.HS.LS1.7	**Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy**		P		
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions		P		
SCI.HS.LS2.4	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem**		P		
SCI.HS.LS2.5	**Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere**		P		
SCI.HS.IRE	Interdependent Relationships in Ecosystems				
SCI.HS.LS2.1	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**				P
SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**				P
SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**				P
SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**				P
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce				P
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity				P
SCI.HS.IVT	Inheritance and Variation of Traits				
SCI.HS.LS1.4	**Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms**	P			
SCI.HS.LS3.1	**Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring**		P		
SCI.HS.LS3.2	**Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors**		P		
SCI.HS.LS3.3	**Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population**			P	
SCI.HS.NSE	Natural Selection and Evolution				
SCI.HS.LS4.1	**Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence**			P	

SCI.HS.LS4.2	**Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment**			P	
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait			P	
SCI.HS.LS4.4	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations**			P	
SCI.HS.LS4.5	**Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species**			P	
SCI.HS.ED	Engineering Design				
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants				
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering				
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts				
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem				P
	New Standards:	**4**	**8**	**6**	**7**
	Review Standards:	**0**	**0**	**0**	**0**

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HS	Biology	Q1
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SF	Structure and Function	
SCI.HS.LS1.1	**Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**	P

SCI.HS.LS1.2	**Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms**	P
SCI.HS.LS1.3	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**	P
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.HS.LS1.5	**Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy**	
SCI.HS.LS1.6	**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules**	
SCI.HS.LS1.7	**Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy**	
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions	
SCI.HS.LS2.4	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem**	
SCI.HS.LS2.5	**Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere**	
SCI.HS.IRE	Interdependent Relationships in Ecosystems	
SCI.HS.LS2.1	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**	
SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**	
SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**	
SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**	
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce	
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity	

SCI.HS.IVT	Inheritance and Variation of Traits	
SCI.HS.LS1.4	**Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms**	P
SCI.HS.LS3.1	**Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring**	
SCI.HS.LS3.2	**Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors**	
SCI.HS.LS3.3	**Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population**	
SCI.HS.NSE	Natural Selection and Evolution	
SCI.HS.LS4.1	**Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence**	
SCI.HS.LS4.2	**Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment**	
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait	
SCI.HS.LS4.4	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations**	
SCI.HS.LS4.5	**Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species**	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	

SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**4**
	Review Standards:	**0**

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HS	Biology	Q2
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SF	Structure and Function	
SCI.HS.LS1.1	**Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**	

SCI.HS.LS1.2	**Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms**	
SCI.HS.LS1.3	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**	
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.HS.LS1.5	**Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy**	P
SCI.HS.LS1.6	**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules**	P
SCI.HS.LS1.7	**Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy**	P
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions	P
SCI.HS.LS2.4	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem**	P
SCI.HS.LS2.5	**Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere**	P
SCI.HS.IRE	Interdependent Relationships in Ecosystems	
SCI.HS.LS2.1	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**	
SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**	
SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**	
SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**	
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce	
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity	

SCI.HS.IVT	Inheritance and Variation of Traits	
SCI.HS.LS1.4	**Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms**	
SCI.HS.LS3.1	**Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring**	P
SCI.HS.LS3.2	**Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors**	P
SCI.HS.LS3.3	**Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population**	
SCI.HS.NSE	Natural Selection and Evolution	
SCI.HS.LS4.1	**Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence**	
SCI.HS.LS4.2	**Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment**	
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait	
SCI.HS.LS4.4	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations**	
SCI.HS.LS4.5	**Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species**	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	

SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**8**
	Review Standards:	**0**

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HS	Biology	Q3
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SF	Structure and Function	
SCI.HS.LS1.1	**Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**	

SCI.HS.LS1.2	**Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms**	
SCI.HS.LS1.3	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**	
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.HS.LS1.5	**Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy**	
SCI.HS.LS1.6	**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules**	
SCI.HS.LS1.7	**Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy**	
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions	
SCI.HS.LS2.4	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem**	
SCI.HS.LS2.5	**Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere**	
SCI.HS.IRE	Interdependent Relationships in Ecosystems	
SCI.HS.LS2.1	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**	
SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**	
SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**	
SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**	
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce	
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity	

SCI.HS.IVT	Inheritance and Variation of Traits	
SCI.HS.LS1.4	**Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms**	
SCI.HS.LS3.1	**Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring**	
SCI.HS.LS3.2	**Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors**	
SCI.HS.LS3.3	**Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population**	P
SCI.HS.NSE	Natural Selection and Evolution	
SCI.HS.LS4.1	**Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence**	P
SCI.HS.LS4.2	**Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment**	P
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait	P
SCI.HS.LS4.4	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations**	P
SCI.HS.LS4.5	**Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species**	P
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	

SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**6**
	Review Standards:	**0**

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HS	Biology	Q4
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SF	Structure and Function	
SCI.HS.LS1.1	**Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**	

SCI.HS.LS1.2	**Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms**	
SCI.HS.LS1.3	**Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**	
SCI.HS.MEOE	Matter and Energy in Organisms and Ecosystems	
SCI.HS.LS1.5	**Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy**	
SCI.HS.LS1.6	**Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules**	
SCI.HS.LS1.7	**Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy**	
SCI.HS.LS2.3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions	
SCI.HS.LS2.4	**Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem**	
SCI.HS.LS2.5	**Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere**	
SCI.HS.IRE	Interdependent Relationships in Ecosystems	
SCI.HS.LS2.1	**Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales**	P
SCI.HS.LS2.2	**Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales**	P
SCI.HS.LS2.6	**Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem**	P
SCI.HS.LS2.7	**Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity**	P
SCI.HS.LS2.8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce	P
SCI.HS.LS4.6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity	P

SCI.HS.IVT	Inheritance and Variation of Traits	
SCI.HS.LS1.4	**Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms**	
SCI.HS.LS3.1	**Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring**	
SCI.HS.LS3.2	**Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors**	
SCI.HS.LS3.3	**Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population**	
SCI.HS.NSE	Natural Selection and Evolution	
SCI.HS.LS4.1	**Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence**	
SCI.HS.LS4.2	**Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment**	
SCI.HS.LS4.3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait	
SCI.HS.LS4.4	**Construct an explanation based on evidence for how natural selection leads to adaptation of populations**	
SCI.HS.LS4.5	**Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species**	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	

SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	P
	New Standards:	**7**
	Review Standards:	**0**

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HS	Physical Science	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.SPM	Structure and Properties of Matter				
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms			P	
SCI.HS.PS1.3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles			P	
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay			P	
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials			P	
SCI.HS.CR	Chemical Reactions				
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties				P
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy				P
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs				P
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium				P
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction				P
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	**Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration**	P			
SCI.HS.PS2.2	**Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system**	P			
SCI.HS.PS2.3	**Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision**	P			
SCI.HS.PS2.4	**Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects**	I	P		
SCI.HS.PS2.5	**Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**		P		
SCI.HS.ERGY	Energy				
SCI.HS.PS3.1	**Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known**	P			

SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**		I	P		
SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**		I	P		
SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**		I	P		
SCI.HS.PS3.5	**Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction**		P			
SCI.HS.WER	Waves and Electromagnetic Radiation					
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media		P			
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		P			
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		P			
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		P			
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		P			
SCI.HS.ED	Engineering Design					
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants				P	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering					
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts					
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem					
	New Standards:	**4**	**8**	**7**	**5**	
	Review Standards:	**0**	**0**	**0**	**0**	

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HS	Physical Science	Q1
SCI.HS	Science	
SCI.HS.SPM	Structure and Properties of Matter	
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms	
	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles	
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay	
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials	
SCI.HS.CR	Chemical Reactions	
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy	
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs	
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium	
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	**Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration**	P
SCI.HS.PS2.2	**Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system**	P
SCI.HS.PS2.3	**Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision**	
SCI.HS.PS2.4	**Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects**	I

SCI.HS.PS2.5	**Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**		
SCI.HS.ERGY	Energy		
SCI.HS.PS3.1	**Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known**	P	
SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**		
SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**		
SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**		
SCI.HS.PS3.5	**Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction**		
SCI.HS.WER	Waves and Electromagnetic Radiation		
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media		
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		
SCI.HS.ED	Engineering Design		
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants		
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering		

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts		
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem		
	New Standards:	**3**	
	Review Standards:	**0**	

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HS	Physical Science	Q2
SCI.HS	Science	
SCI.HS.SPM	Structure and Properties of Matter	
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms	
	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles	
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay	
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials	
SCI.HS.CR	Chemical Reactions	
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy	
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs	
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium	
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	**Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration**	
SCI.HS.PS2.2	**Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system**	
SCI.HS.PS2.3	**Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision**	
SCI.HS.PS2.4	**Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects**	P

SCI.HS.PS2.5	**Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**	P	
SCI.HS.ERGY	Energy		
SCI.HS.PS3.1	**Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known**		
SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**	I	
SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**		
SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**		
SCI.HS.PS3.5	**Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction**	P	
SCI.HS.WER	Waves and Electromagnetic Radiation		
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	P	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	P	
SCI.HS.ED	Engineering Design		
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants		
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering		

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts		
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem		
	New Standards:	**5**	
	Review Standards:	**0**	

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HS	Physical Science	Q3
SCI.HS	Science	
SCI.HS.SPM	Structure and Properties of Matter	
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms	P
	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles	P
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay	P
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials	P
SCI.HS.CR	Chemical Reactions	
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy	
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs	
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium	
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	**Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration**	
SCI.HS.PS2.2	**Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system**	
SCI.HS.PS2.3	**Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision**	
SCI.HS.PS2.4	**Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects**	

SCI.HS.PS2.5	**Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**		
SCI.HS.ERGY	Energy		
SCI.HS.PS3.1	**Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known**		
SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**	P	
SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**	P	
SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**	P	
SCI.HS.PS3.5	**Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction**		
SCI.HS.WER	Waves and Electromagnetic Radiation		
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media		
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		
SCI.HS.ED	Engineering Design		
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants		
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering		

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts		
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem		
	New Standards:	**7**	
	Review Standards:	**0**	

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HS	Physical Science	Q4
SCI.HS	Science	
SCI.HS.SPM	Structure and Properties of Matter	
SCI.HS.PS1.1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms	
	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles	
SCI.HS.PS1.8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay	
SCI.HS.PS2.6	Communicate scientific and technical information about why the molecularlevel structure is important in the functioning of designed materials	
SCI.HS.CR	Chemical Reactions	
SCI.HS.PS1.2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties	P
SCI.HS.PS1.4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy	P
SCI.HS.PS1.5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs	P
SCI.HS.PS1.6	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium	P
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction	P
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	**Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration**	
SCI.HS.PS2.2	**Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system**	
SCI.HS.PS2.3	**Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision**	
SCI.HS.PS2.4	**Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects**	

SCI.HS.PS2.5	**Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current**		
SCI.HS.ERGY	Energy		
SCI.HS.PS3.1	**Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known**		
SCI.HS.PS3.2	**Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)**		
SCI.HS.PS3.3	**Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy**		
SCI.HS.PS3.4	**Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics)**		
SCI.HS.PS3.5	**Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction**		
SCI.HS.WER	Waves and Electromagnetic Radiation		
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media		
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information		
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other		
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter		
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy		
SCI.HS.ED	Engineering Design		
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	P	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering		

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts		
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem		
	New Standards:	**5**	
	Review Standards:	**0**	

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Kindergarten	Social Studies GLCE	Q1	Q2	Q3	Q4
K.C	**Civics and Government**				
K.C2	**Values and Principles of American Democracy**				
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	I	P		
K – C2.0.2	ensure the common good, maintain safety).	I	P		
K – C2.0.3	Describe fair ways for groups to make decisions.	I	P		
K.C5	**Citizenship in the United States**				
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)		P		
K.E	**Economics**				
K.E1	**The Market Economy**				
K – E1.0.1	Describe economic wants they have experienced.		I	P	
K – E1.0.2	Distinguish between goods and services.		I	P	
K – E1.0.3	Recognize situations in which people trade.		I	P	
K.G	**Geography**				
K.G1	**The World in Spatial Terms: Geographical Habits of Mind**				
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	P			
K.G2	**Places and Regions**				
K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)	P			
K.G5	**Environment and Society**				
K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).	P			
K.H	**History**				
K.H2	**Living and Working Together in Families and Communities, Now and Long Ago**				
K – H2.0.1	Distinguish among yesterday, today, tomorrow.				P
K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).				P
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.				P
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).		I	I	P
K.H.1	**The World in Temporal Terms: Historical Habits of Mind**				

K.H.1.1	Explain how people change over time (self and others).				P
K.H.1.2	Explain how seasons change over time.				P
K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).				P
K.P	**Public Discourse, Decision Making, and Citizen Involvement**				
K.P3	**Public Discourse and Decision Making**				
K – P3.1.1	Identify classroom issues.	I	P		
K – P3.1.2	Use simple graphs to explain information about a classroom issue.		P		
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.		P		
K – P3.3.1	Express a position on a classroom issue.		P		
K.P4	**Citizen Involvement**				
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.		I	P	
K – P4.2.2	Participate in projects to help or inform others.		I	P	
	New Standards:	**3**	**8**	**5**	**7**
	Review Standards:	**0**	**0**	**0**	**0**

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Kindergarten	Social Studies GLCE	Q1
K.C	**Civics and Government**	
K.C2	**Values and Principles of American Democracy**	
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	I
K – C2.0.2	ensure the common good, maintain safety).	I
K – C2.0.3	Describe fair ways for groups to make decisions.	I
K.C5	**Citizenship in the United States**	
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)	
K.E	**Economics**	
K.E1	**The Market Economy**	
K – E1.0.1	Describe economic wants they have experienced.	
K – E1.0.2	Distinguish between goods and services.	
K – E1.0.3	Recognize situations in which people trade.	
K.G	**Geography**	
K.G1	**The World in Spatial Terms: Geographical Habits of Mind**	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	P
K.G2	**Places and Regions**	
K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)	P
K.G5	**Environment and Society**	
K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).	P
K.H	**History**	
K.H2	**Living and Working Together in Families and Communities, Now and Long Ago**	
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	

K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	
K.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
K.H.1.1	Explain how people change over time (self and others).	
K.H.1.2	Explain how seasons change over time.	
K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	
K.P	**Public Discourse, Decision Making, and Citizen Involvement**	
K.P3	**Public Discourse and Decision Making**	
K – P3.1.1	Identify classroom issues.	I
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	
K – P3.3.1	Express a position on a classroom issue.	
K.P4	**Citizen Involvement**	
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	
K – P4.2.2	Participate in projects to help or inform others.	
	New Standards:	**3**
	Review Standards:	**0**

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Kindergarten	Social Studies GLCE	Q2
K.C	**Civics and Government**	
K.C2	**Values and Principles of American Democracy**	
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	P
K – C2.0.2	ensure the common good, maintain safety).	P
K – C2.0.3	Describe fair ways for groups to make decisions.	P
K.C5	**Citizenship in the United States**	
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)	P
K.E	**Economics**	
K.E1	**The Market Economy**	
K – E1.0.1	Describe economic wants they have experienced.	I
K – E1.0.2	Distinguish between goods and services.	I
K – E1.0.3	Recognize situations in which people trade.	I
K.G	**Geography**	
K.G1	**The World in Spatial Terms: Geographical Habits of Mind**	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	
K.G2	**Places and Regions**	
K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)	
K.G5	**Environment and Society**	
K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).	
K.H	**History**	
K.H2	**Living and Working Together in Families and Communities, Now and Long Ago**	
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	

K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	I
K.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
K.H.1.1	Explain how people change over time (self and others).	
K.H.1.2	Explain how seasons change over time.	
K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	
K.P	**Public Discourse, Decision Making, and Citizen Involvement**	
K.P3	**Public Discourse and Decision Making**	
K – P3.1.1	Identify classroom issues.	P
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	P
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	P
K – P3.3.1	Express a position on a classroom issue.	P
K.P4	**Citizen Involvement**	
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	I
K – P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**8**
	Review Standards:	**0**

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Kindergarten	Social Studies GLCE	Q3
K.C	**Civics and Government**	
K.C2	**Values and Principles of American Democracy**	
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	
K – C2.0.2	ensure the common good, maintain safety).	
K – C2.0.3	Describe fair ways for groups to make decisions.	
K.C5	**Citizenship in the United States**	
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)	
K.E	**Economics**	
K.E1	**The Market Economy**	
K – E1.0.1	Describe economic wants they have experienced.	P
K – E1.0.2	Distinguish between goods and services.	P
K – E1.0.3	Recognize situations in which people trade.	P
K.G	**Geography**	
K.G1	**The World in Spatial Terms: Geographical Habits of Mind**	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	
K.G2	**Places and Regions**	
K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)	
K.G5	**Environment and Society**	
K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).	
K.H	**History**	
K.H2	**Living and Working Together in Families and Communities, Now and Long Ago**	
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	

K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	I
K.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
K.H.1.1	Explain how people change over time (self and others).	
K.H.1.2	Explain how seasons change over time.	
K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	
K.P	**Public Discourse, Decision Making, and Citizen Involvement**	
K.P3	**Public Discourse and Decision Making**	
K – P3.1.1	Identify classroom issues.	
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	
K – P3.3.1	Express a position on a classroom issue.	
K.P4	**Citizen Involvement**	
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P
K – P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**5**
	Review Standards:	**0**

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Kindergarten	Social Studies GLCE	Q4
K.C	**Civics and Government**	
K.C2	**Values and Principles of American Democracy**	
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	
K – C2.0.2	ensure the common good, maintain safety).	
K – C2.0.3	Describe fair ways for groups to make decisions.	
K.C5	**Citizenship in the United States**	
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns.)	
K.E	**Economics**	
K.E1	**The Market Economy**	
K – E1.0.1	Describe economic wants they have experienced.	
K – E1.0.2	Distinguish between goods and services.	
K – E1.0.3	Recognize situations in which people trade.	
K.G	**Geography**	
K.G1	**The World in Spatial Terms: Geographical Habits of Mind**	
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	
K.G2	**Places and Regions**	
K – G2.0.1	Identify and describe place in the immediate environment (e.g., classroom, home, playground.)	
K.G5	**Environment and Society**	
K – G5.0.1	Describe ways people use the environment to meet human needs and want (e.g., food, shelter, clothing).	
K.H	**History**	
K.H2	**Living and Working Together in Families and Communities, Now and Long Ago**	
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	P

K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	P
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	P
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	P
K.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
K.H.1.1	Explain how people change over time (self and others).	P
K.H.1.2	Explain how seasons change over time.	P
K.H.1.3	Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).	P
K.P	**Public Discourse, Decision Making, and Citizen Involvement**	
K.P3	**Public Discourse and Decision Making**	
K – P3.1.1	Identify classroom issues.	
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	
K – P3.3.1	Express a position on a classroom issue.	
K.P4	**Citizen Involvement**	
K – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	
K – P4.2.2	Participate in projects to help or inform others.	
	New Standards:	**7**
	Review Standards:	**0**

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1st Grade	Social Studies GLCE	Q1	Q2	Q3	Q4
1.C	**Civics and Government**				
1.C1	**Conceptual Foundations of Civic and Political Life**				
1 - C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	P			
1 - C1.0.2	Give some examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	P			
1 - C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	P			
1.C2	**Values and Principles of American Democracy**				
1 - C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	P			
1 - C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	P			
1.C5	**Citizenship in the United States**				
1 - C5.0.1	Describe some responsibilities people have at homes and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	P			
1 - C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	P			
1.E	**Economics**				
1.E1	**The Market Economy**				
1 - E1.0.1	Distinguish between producers and consumers of goods and services.			P	
1 - E1.0.2	Describe ways in which families consume goods and services.			P	
1 - E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).			P	
1 - E1.0.4	Describe reasons why people voluntarily trade.			P	
1 - E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).			P	
1 - E1.0.6	Describe how money simplifies trade.			P	
1.G	**Geography**				
1.G1	**The World in Spatial Terms: Geographical Habits of Mind**				
1 - G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.				P
1 - G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	I			P
1 - G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	I			P
1 - G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.				P
1.G2	**Places and Regions**				
1 - G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., steam, gardens, buildings, playgrounds, sidewalks) characteristics of places.				P

1 - G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).				P
1.G4	**Human Systems**				
1 - G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	P			
1.G5	**Environment and Society**				
1 - G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).		P		
1.H	**History**				
1.H2	**Living and Working Together in Families and Communities, Now and Long Ago**				
1 - H2.0.1	Demonstrate chronological thinking by distinguishing among the past, present, and future using family or school events.	I	P		
1 - H2.0.2	Use a calendar to distinguish among days, weeks, and months.		P		
1 - H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	I	P		
1 - H2.0.4	Retell in sequence important ideas and details from stories about families or schools.		P		
1 - H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.		P		
1 - H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.		P		
1 - H2.07	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).		P		
1.H.1	**The World in Temporal Terms: Historical Habits of Mind**				
1.H.1.1	Explain how and why neighborhoods and communities change over time.		P		
1.H.1.2	Explain the importance of folklore and celebrations and their impact on local communities.		P		
1.H.1.3	Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).	I	P		
1.P	**Public Discourse, Decision Making, and Citizen Involvement**				
1.P3	**Public Discourse and Decision Making**				
1 - P3.1.1	Identify public issues in the school community.	I		P	
1 - P3.1.2	Use graphic data to analyze information about a public issue in the school community.			P	
1 - P3.1.3	Identify alternative resolutions to a public issue un the school community.			P	
1 - P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument.			P	
1.P4	**Citizen Involvement**				
1 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.			P	
1 - P4.2.2	Participate in projects to help or inform others.			P	
	New Standards:	**8**	**11**	**12**	**6**
	Review Standards:	**0**	**0**	**0**	**0**

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2nd Grade	Social Studies GLCEs	Q1	Q2	Q3	Q4
2.C	**Civics and Government**				
2.C1	**Conceptual Foundations of Civic and Political Life**				
2 - C1.0.1	Explain why people form governments.	P			
2 - C1.0.2	Distinguish between government action and private action.	P			
2.C2	**Values and Principles of American Democracy**				
2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	P			
2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	P			
2.C3	**Relationships of the United States to Other Nations and World Affairs**				
2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	P			
2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.	P			
2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	P			
2.C5	**Citizenship in the United States**				
2 - C5.0.1	Identify ways citizens participate in community decisions.		P		
2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.		P		
2 - C5.0.3	Design and participate in community improvement projects that help or inform others.	I	P		
2.E	**Economics**				
2.E1	**The Market Economy**				
2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.		P		
2 - E1.0.2	Identify businesses in the local community.		P		
2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.		P		
2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.		P		
2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.		P		
2.G	**Geography**				
2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**				
2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.			P	
2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.			P	
2.G2	**Place and Regions**				
2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.			P	
2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).			P	

2.G4	**Human Systems**				
2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).			P	
2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.			P	
2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.			P	
2.G5	**Environment and Society**				
2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.				P
2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.				P
2.H1, 2.W, 2.H	**History**				
2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**				
2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	I	I	I	P
2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .	I	I	I	P
2 - H2.0.3	Use an example to describe the role of the individual in creating history.	I	I	I	P
2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	I	I	I	P
2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.		I	I	P
2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	I	I	I	P
2.P	**Public Disrourse, Decision Making, and Citizen Involvement**				
2.P3	**Public Discourse and Decision Making**				
2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	P	P	P	P
2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.				P
2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.			I	P
2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.		I	I	P
2.P4	**Citizen Involvement**				
2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P	P	P	P
2 - P4.2.2	Participate in projects to help or inform others.	P	P	P	P
	New Standards:	**10**	**11**	**10**	**14**
	Review Standards:	**0**	**1**	**2**	**10**
	Reinforced Standards	**0**	**0**	**0**	**1**

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2nd Grade	Social Studies GLCEs	Q1
2.C	**Civics and Government**	
2.C1	**Conceptual Foundations of Civic and Political Life**	
2 - C1.0.1	Explain why people form governments.	P
2 - C1.0.2	Distinguish between government action and private action.	P
2.C2	**Values and Principles of American Democracy**	
2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	P
2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	P
2.C3	**Relationships of the United States to Other Nations and World Affairs**	
2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	P
2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.	P
2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	P
2.C5	**Citizenship in the United States**	
2 - C5.0.1	Identify ways citizens participate in community decisions.	
2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	
2 - C5.0.3	Design and participate in community improvement projects that help or inform others.	I
2.E	**Economics**	
2.E1	**The Market Economy**	
2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.	
2 - E1.0.2	Identify businesses in the local community.	
2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	
2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	
2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	

2.G	**Geography**	
2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	
2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	
2.G2	**Place and Regions**	
2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	
2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	
2.G4	**Human Systems**	
2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).	
2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	
2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	
2.G5	**Environment and Society**	
2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	
2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	
2.H1, 2.W, 2.H	**History**	
2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	I
2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .	I
2 - H2.0.3	Use an example to describe the role of the individual in creating history.	I
2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	I
2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.	
2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	I
2.P	**Public Disrourse, Decision Making, and Citizen Involvement**	

2.P3	**Public Discourse and Decision Making**	
2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	P
2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	
2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	
2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	
2.P4	**Citizen Involvement**	
2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P
2 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**10**
	Review Standards:	**0**
	Reinforced Standards	**0**

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2nd Grade	Social Studies GLCEs	Q2
2.C	**Civics and Government**	
2.C1	**Conceptual Foundations of Civic and Political Life**	
2 - C1.0.1	Explain why people form governments.	
2 - C1.0.2	Distinguish between government action and private action.	
2.C2	**Values and Principles of American Democracy**	
2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	
2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	
2.C3	**Relationships of the United States to Other Nations and World Affairs**	
2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	
2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.	
2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	
2.C5	**Citizenship in the United States**	
2 - C5.0.1	Identify ways citizens participate in community decisions.	P
2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	P
2 - C5.0.3	Design and participate in community improvement projects that help or inform others.	P
2.E	**Economics**	
2.E1	**The Market Economy**	
2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.	P
2 - E1.0.2	Identify businesses in the local community.	P
2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	P
2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	P
2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	P

2.G	**Geography**	
2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	
2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	
2.G2	**Place and Regions**	
2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	
2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	
2.G4	**Human Systems**	
2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).	
2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	
2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	
2.G5	**Environment and Society**	
2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	
2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	
2.H1, 2.W, 2.H	**History**	
2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	I
2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .	I
2 - H2.0.3	Use an example to describe the role of the individual in creating history.	I
2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	I
2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.	I
2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	I
2.P	**Public Disrourse, Decision Making, and Citizen Involvement**	

2.P3	**Public Discourse and Decision Making**	
2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	P
2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	
2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	
2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	I
2.P4	**Citizen Involvement**	
2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P
2 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**11**
	Review Standards:	**1**
	Reinforced Standards	**0**

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2nd Grade	Social Studies GLCEs	Q3
2.C	**Civics and Government**	
2.C1	**Conceptual Foundations of Civic and Political Life**	
2 - C1.0.1	Explain why people form governments.	
2 - C1.0.2	Distinguish between government action and private action.	
2.C2	**Values and Principles of American Democracy**	
2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	
2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	
2.C3	**Relationships of the United States to Other Nations and World Affairs**	
2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	
2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.	
2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	
2.C5	**Citizenship in the United States**	
2 - C5.0.1	Identify ways citizens participate in community decisions.	
2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	
2 - C5.0.3	Design and participate in community improvement projects that help or inform others.	
2.E	**Economics**	
2.E1	**The Market Economy**	
2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.	
2 - E1.0.2	Identify businesses in the local community.	
2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	
2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	
2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	

2.G	**Geography**	
2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	P
2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	P
2.G2	**Place and Regions**	
2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	P
2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	P
2.G4	**Human Systems**	
2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).	P
2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	P
2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	P
2.G5	**Environment and Society**	
2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	
2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	
2.H1, 2.W, 2.H	**History**	
2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	I
2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .	I
2 - H2.0.3	Use an example to describe the role of the individual in creating history.	I
2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	I
2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.	I
2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	I
2.P	**Public Disrourse, Decision Making, and Citizen Involvement**	

2.P3	**Public Discourse and Decision Making**	
2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	P
2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	
2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	I
2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	I
2.P4	**Citizen Involvement**	
2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P
2 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**10**
	Review Standards:	**2**
	Reinforced Standards	**0**

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2nd Grade	Social Studies GLCEs	Q4
2.C	**Civics and Government**	
2.C1	**Conceptual Foundations of Civic and Political Life**	
2 - C1.0.1	Explain why people form governments.	
2 - C1.0.2	Distinguish between government action and private action.	
2.C2	**Values and Principles of American Democracy**	
2 - C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	
2 - C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	
2.C3	**Relationships of the United States to Other Nations and World Affairs**	
2 - C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	
2 - C3.0.2	Use examples to describe how local government affects the lives of its citizens.	
2 - C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	
2.C5	**Citizenship in the United States**	
2 - C5.0.1	Identify ways citizens participate in community decisions.	
2 - C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	
2 - C5.0.3	Design and participate in community improvement projects that help or inform others.	
2.E	**Economics**	
2.E1	**The Market Economy**	
2 - E1.0.1	Identify the opportunity cost involved in a consumer decision.	
2 - E1.0.2	Identify businesses in the local community.	
2 - E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	
2 - E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	
2 - E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	

2.G	**Geography**	
2.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
2 - G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	
2 - G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	
2.G2	**Place and Regions**	
2 - G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	
2 - G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	
2.G4	**Human Systems**	
2 - G4.0.1	Describe land use in the community (e.g., describe land use un the community (e.g., where people live, where services are provided, where products are made).	
2 - G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	
2 - G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	
2.G5	**Environment and Society**	
2 - G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	P
2 - G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	P
2.H1, 2.W, 2.H	**History**	
2.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
2 - H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	P
2 - H2.0.2	Explain why descriptions of the same event in the local community can be different .	P
2 - H2.0.3	Use an example to describe the role of the individual in creating history.	P
2 - H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	P
2 - H2.0.5	Identify a problem in a community's past and describe how it was resolved.	P
2 - H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	P
2.P	**Public Disrourse, Decision Making, and Citizen Involvement**	

2.P3	**Public Discourse and Decision Making**	
2 - P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	P
2 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	P
2 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	P
2 - P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	P
2.P4	**Citizen Involvement**	
2 - P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	P
2 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**14**
	Review Standards:	**10**
	Reinforced Standards	**1**

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3rd Grade	Social Studies GLCEs	Q1	Q2	Q3	Q4
3.C	**Civics and Government**				
3.C1	**Conceptual Foundations of Civic and Political Life**				
3 - C1.0.1	**Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).**			P	
3.C2	**Values and Principles of American Democracy**				
3 - C2.0.1	**Describe how Michigan state government reflects the principle of representative government.**			P	
3.C3	**Relationships of the United States to Other Nations and World Affairs**				
3 - C3.0.1	**Distinguish between the roles of state and local government.**			P	
3 - C3.0.2	**Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).**	I		P	
3 - C3.0.3	**Identify the three branches of state government in Michigan and the powers of each.**			P	
3 - C3.0.4	**Explain how state courts function to resolve conflict.**			P	
3 - C3.0.5	**Describe the purpose of the Michigan Constitution.**			P	
3.C5	**Citizenship in the United States**				
3 - C5.0.1	**Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).**		I	I	P
3.E	**Economics**				
3.E1	**The Market Economy**				
3 - E1.0.1	**Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.**	P			
3 - E1.0.2	**Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.**	P			
3 - E1.0.3	**Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)**	I	P		
3 - E1.0.4	**Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)**	P			
3 - E1.0.5	**Explain the role of business development in Michigan's economic future.**	P			
3.E2	**The National Economy**				
3 - E2.0.1	**Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).**	P			
3.E3	**International Economy**				
3 - E3.0.1	**Identify products produced in other countries and consumed by people in Michigan.**	P			
3.G	**Geography**				
3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**				
3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	P			
3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**	P			
3.G2	**Place and Regions**				
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	P			
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	P			
3.G4	**Human Systems**				

3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	I	P		
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	I	P		
3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**	P			
3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	I	P		
3.G5	**Environment and Society**				
3 - G5.0.1	**Locate natural resources in Michigan and explain the consequences of their use.**	I			P
3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**	I			P
3.H1, 3.W, 3.H	**History**				
3.H.1	**The World in Temporal Terms: Historical Habits of Mind**				
3.H.1.1	Explain key historical events that occurred in the local community and regions over time.		I	P	
3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	I	I	P	
3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.		I	P	
3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**				
3.H.2.1	Explain change over time through historical narratives. (events, people and places)		I	P	
3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.		I	P	
3-H3.0	**The History of Michigan and the Great Lakes Region**				
3 - H3.0.1	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**		P		
3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**		P		
3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**		P		
3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**		P		
3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**		P		
3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**		P		
3 - H3.0.7	**Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).**		P		
3 - H3.0.8	**Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.**		P		
3 - H3.0.9	**Describe how Michigan attained statehood.**		I	P	
3 - H3.0.10	**Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).**		I	P	
3.P	**Public Disrourse, Decision Making, and Citizen Involvement**				
3.P3	**Public Discourse and Decision Making**				

3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.				P
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.				P
3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.				P
3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.				P
3.P4	**Citizen Involvement**				
3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.				P
3 - P4.2.2	Participate in projects to help or inform others.		I	I	P
	New Standards:	**11**	**12**	**14**	**9**
	Review Standards:	**0**	**0**	**0**	**0**

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3rd Grade	Social Studies GLCEs	Q1
3.C	Civics and Government	
3.C1	Conceptual Foundations of Civic and Political Life	
3 - C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	
3.C2	Values and Principles of American Democracy	
3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.	
3.C3	Relationships of the United States to Other Nations and World Affairs	
3 - C3.0.1	Distinguish between the roles of state and local government.	
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	I
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	
3 - C3.0.4	Explain how state courts function to resolve conflict.	
3 - C3.0.5	Describe the purpose of the Michigan Constitution.	
3.C5	Citizenship in the United States	
3 - C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	
3.E	Economics	
3.E1	The Market Economy	
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	P
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	P
3 - E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	I
3 - E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	P
3 - E1.0.5	Explain the role of business development in Michigan's economic future.	P
3.E2	The National Economy	
3 - E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	P
3.E3	International Economy	
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	P

3.G	**Geography**	
3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	P
3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**	P
3.G2	**Place and Regions**	
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	P
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	P
3.G4	**Human Systems**	
3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	I
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	I
3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**	P
3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	I
3.G5	**Environment and Society**	
3 - G5.0.1	**Locate natural resources in Michigan and explain the consequences of their use.**	I
3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**	I
3.H1, 3.W, 3.H	**History**	
3.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	
3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	I
3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	
3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
3.H.2.1	Explain change over time through historical narratives. (events, people and places)	
3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.	
3-H3.0	**The History of Michigan and the Great Lakes Region**	
3 - H3.0.1	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**	

3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**	
3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**	
3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**	
3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**	
3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**	
3 - H3.0.7	**Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).**	
3 - H3.0.8	**Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.**	
3 - H3.0.9	**Describe how Michigan attained statehood.**	
3 - H3.0.10	**Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).**	
3.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
3.P3	**Public Discourse and Decision Making**	
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	
3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	
3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	
3.P4	**Citizen Involvement**	
3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
3 - P4.2.2	Participate in projects to help or inform others.	
	New Standards:	**11**
	Review Standards:	**0**

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3rd Grade	Social Studies GLCEs	Q2
3.C	Civics and Government	
3.C1	Conceptual Foundations of Civic and Political Life	
3 - C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	
3.C2	Values and Principles of American Democracy	
3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.	
3.C3	Relationships of the United States to Other Nations and World Affairs	
3 - C3.0.1	Distinguish between the roles of state and local government.	
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	
3 - C3.0.4	Explain how state courts function to resolve conflict.	
3 - C3.0.5	Describe the purpose of the Michigan Constitution.	
3.C5	Citizenship in the United States	
3 - C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	I
3.E	Economics	
3.E1	The Market Economy	
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	
3 - E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	P
3 - E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	
3 - E1.0.5	Explain the role of business development in Michigan's economic future.	
3.E2	The National Economy	
3 - E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	
3.E3	International Economy	
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	

3.G	**Geography**	
3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	
3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**	
3.G2	**Place and Regions**	
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	
3.G4	**Human Systems**	
3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	P
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	P
3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**	
3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	P
3.G5	**Environment and Society**	
3 - G5.0.1	**Locate natural resources in Michigan and explain the consequences of their use.**	
3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**	
3.H1, 3.W, 3.H	**History**	
3.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	I
3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	I
3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	I
3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
3.H.2.1	Explain change over time through historical narratives. (events, people and places)	I
3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.	I
3-H3.0	**The History of Michigan and the Great Lakes Region**	
3 - H3.0.1	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**	P

3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**	P
3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**	P
3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**	P
3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**	P
3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**	P
3 - H3.0.7	**Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).**	P
3 - H3.0.8	**Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.**	P
3 - H3.0.9	**Describe how Michigan attained statehood.**	I
3 - H3.0.10	**Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).**	I
3.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
3.P3	**Public Discourse and Decision Making**	
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	
3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	
3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	
3.P4	**Citizen Involvement**	
3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
3 - P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**12**
	Review Standards:	**0**

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3rd Grade	Social Studies GLCEs	Q3
3.C	Civics and Government	
3.C1	Conceptual Foundations of Civic and Political Life	
3 - C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	P
3.C2	Values and Principles of American Democracy	
3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.	P
3.C3	Relationships of the United States to Other Nations and World Affairs	
3 - C3.0.1	Distinguish between the roles of state and local government.	P
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	P
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	P
3 - C3.0.4	Explain how state courts function to resolve conflict.	P
3 - C3.0.5	Describe the purpose of the Michigan Constitution.	P
3.C5	Citizenship in the United States	
3 - C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	I
3.E	Economics	
3.E1	The Market Economy	
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	
3 - E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	
3 - E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	
3 - E1.0.5	Explain the role of business development in Michigan's economic future.	
3.E2	The National Economy	
3 - E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	
3.E3	International Economy	
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	

3.G	**Geography**	
3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	
3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**	
3.G2	**Place and Regions**	
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	
3.G4	**Human Systems**	
3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	
3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**	
3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	
3.G5	**Environment and Society**	
3 - G5.0.1	**Locate natural resources in Michigan and explain the consequences of their use.**	
3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**	
3.H1, 3.W, 3.H	**History**	
3.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	P
3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	P
3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	P
3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
3.H.2.1	Explain change over time through historical narratives. (events, people and places)	P
3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.	P
3-H3.0	**The History of Michigan and the Great Lakes Region**	
3 - H3.0.1	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**	

3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**	
3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**	
3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**	
3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**	
3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**	
3 - H3.0.7	**Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).**	
3 - H3.0.8	**Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.**	
3 - H3.0.9	**Describe how Michigan attained statehood.**	P
3 - H3.0.10	**Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).**	P
3.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
3.P3	**Public Discourse and Decision Making**	
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	
3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	
3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	
3.P4	**Citizen Involvement**	
3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
3 - P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**14**
	Review Standards:	**0**

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3rd Grade	Social Studies GLCEs	Q4
3.C	Civics and Government	
3.C1	Conceptual Foundations of Civic and Political Life	
3 - C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	
3.C2	Values and Principles of American Democracy	
3 - C2.0.1	Describe how Michigan state government reflects the principle of representative government.	
3.C3	Relationships of the United States to Other Nations and World Affairs	
3 - C3.0.1	Distinguish between the roles of state and local government.	
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	
3 - C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	
3 - C3.0.4	Explain how state courts function to resolve conflict.	
3 - C3.0.5	Describe the purpose of the Michigan Constitution.	
3.C5	Citizenship in the United States	
3 - C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	P
3.E	Economics	
3.E1	The Market Economy	
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	
3 - E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)	
3 - E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	
3 - E1.0.5	Explain the role of business development in Michigan's economic future.	
3.E2	The National Economy	
3 - E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	
3.E3	International Economy	
3 - E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	

3.G	**Geography**	
3.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
3 - G1.0.1	Use cardinal directions (north, south, east, and west) to describe the relative location of significant places in the immediate environment.	
3 - G1.0.2	**Use thematic maps to identify and describe the physical and human characteristics of Michigan.**	
3.G2	**Place and Regions**	
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	
3.G4	**Human Systems**	
3 - G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	
3 - G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	
3 - G4.0.3	**Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)**	
3 - G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	
3.G5	**Environment and Society**	
3 - G5.0.1	**Locate natural resources in Michigan and explain the consequences of their use.**	P
3 - G5.0.2	**Describe how people adapt to, use, and modify the natural resources of Michigan. (H)**	P
3.H1, 3.W, 3.H	**History**	
3.H.1	**The World in Temporal Terms: Historical Habits of Mind**	
3.H.1.1	Explain key historical events that occurred in the local community and regions over time.	
3.H.1.2	Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	
3.H.1.3	Exemplify the ideas that were significant in the development of local communities and regions.	
3.H.2	**Living and Working Together in Families and Communities, Now and Long Ago**	
3.H.2.1	Explain change over time through historical narratives. (events, people and places)	
3.H.2.2	Explain how multiple perspectives are portrayed through historical narratives.	
3-H3.0	**The History of Michigan and the Great Lakes Region**	
3 - H3.0.1	**Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).**	

3 - H3.0.2	**Explain how historians use primary and secondary sources to answer questions about the past.**	
3 - H3.0.3	**Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).**	
3 - H3.0.4	**Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.**	
3 - H3.0.5	**Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.**	
3 - H3.0.6	**Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.**	
3 - H3.0.7	**Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).**	
3 - H3.0.8	**Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.**	
3 - H3.0.9	**Describe how Michigan attained statehood.**	
3 - H3.0.10	**Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).**	
3.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
3.P3	**Public Discourse and Decision Making**	
3 - P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	P
3 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	P
3 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	P
3 - P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	P
3.P4	**Citizen Involvement**	
3 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	P
3 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**9**
	Review Standards:	**0**

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4th Grade	Social Studies GLCEs	Q1	Q2	Q3	Q4
4.C	**Civics and Government**				
4.C1	**Conceptual Foundations of Civic and Political Life**				
4 - C1.0.1	**Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)**	I	I	I	P
4 - C1.0.2	**Explain probable consequences of an absence of government and of rules and laws.**	I	I	I	P
4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	I	I	I	P
4.C2	**Values and Principles of American Democracy**				
4 - C2.0.1	**Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.**	I	I	I	P
4 - C2.0.2	**Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).**	I	I	I	P
4.C3	**Relationships of the United States to Other Nations and World Affairs**				
4 - C3.0.1	**Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).**	I	I	I	P
4 - C3.0.2	**Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).**	I	I	I	P
4 - C3.0.3	**Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).**	I	I	I	P
4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**	I	I	I	P
4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	I	I	I	P
4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	I	I	I	P
4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	I	I	I	P
4.C5	**Citizenship in the United States**				
4 - C5.0.1	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	I	I	I	P
4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**	I	I	I	P
4 - C5.0.3	**Explain why rights have limits.**	I	I	I	P
4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	I	I	I	P
4.E	**Economics**				
4.E1	**The Market Economy**				
4 - E1.0.1	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	I		P	
4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).	I	I	P	

4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	I	I	P	
4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	I	I	P	
4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	I	I	P	
4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	I	I	P	
4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**	I	I	P	
4 - E1.0.8	**Explain why public goods (e.g., libraries, roads, parks) are not privately owned.**	I	I	P	
4.E2	**The National Economy**				
4 - E2.0.1	**Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).**	I	I	P	
4.E3	**International Economy**				
4 - E3.0.1	**Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).**	I	I	P	
4.G	**Geography**				
4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**				
4 - G1.0.1	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	P			
4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**	P			
4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	P			
4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	P			
4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**	P			
4.G2	**Place and Regions**				
4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**	P			
4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**	P			
4.G4	**Human Systems**				
4 - G4.0.1	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	I	P		
4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**	I	P		
4.G5	**Environment and Society**				
4 - G5.0.1	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	P			
4.H3, 4.H.1, 4.H.2	**History**				
4.H3	**The History of Michigan and the Great Lakes Region**				
4 - H3.0.1	Use historical inquiry questions to investigate the development of Michgan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	I	P		

4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	I	P		
4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)	I	P		
4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)	I	P		
4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	I	P		
4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)	I	P		
4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)	I	P		
4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)	I	P		
4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future	I	P		
4.P	**Public Disrourse, Decision Making, and Citizen Involvement**				
4.P3	**Public Discourse and Decision Making**				
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	I	I	I	P
4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	I	I	I	P
4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	I	I	I	P
4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	I	I	I	P
4.P4	**Citizen Involvement**				
4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I	I	P	P
4 - P4.2.2	Participate in projects to help or inform others.	I	I	P	P
	New Standards:	**7**	**11**	**10**	**26**
	Review Standards:	**0**	**0**	**0**	**2**

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4th Grade	Social Studies GLCEs	Q1
4.C	**Civics and Government**	
4.C1	**Conceptual Foundations of Civic and Political Life**	
4 - C1.0.1	**Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)**	I
4 - C1.0.2	**Explain probable consequences of an absence of government and of rules and laws.**	I
4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	I
4.C2	**Values and Principles of American Democracy**	
4 - C2.0.1	**Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.**	I
4 - C2.0.2	**Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).**	I
4.C3	**Relationships of the United States to Other Nations and World Affairs**	
4 - C3.0.1	**Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).**	I
4 - C3.0.2	**Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).**	I
4 - C3.0.3	**Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).**	I
4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**	I
4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	I
4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	I
4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	I
4.C5	**Citizenship in the United States**	
4 - C5.0.1	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	I
4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**	I
4 - C5.0.3	**Explain why rights have limits.**	I

4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	I
4.E	**Economics**	
4.E1	**The Market Economy**	
4 - E1.0.1	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	I
4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).	I
4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	I
4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	I
4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	I
4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	I
4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**	I
4 - E1.0.8	**Explain why public goods (e.g., libraries, roads, parks) are not privately owned.**	I
4.E2	**The National Economy**	
4 - E2.0.1	**Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).**	I
4.E3	**International Economy**	
4 - E3.0.1	**Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).**	I
4.G	**Geography**	
4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
4 - G1.0.1	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	P
4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**	P
4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	P
4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	P
4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**	P
4.G2	**Place and Regions**	
4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**	P

4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**	P
4.G4	**Human Systems**	
4 - G4.0.1	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	I
4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**	I
4.G5	**Environment and Society**	
4 - G5.0.1	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	P
4.H3, 4.H.1, 4.H.2	**History**	
4.H3	**The History of Michigan and the Great Lakes Region**	
4 - H3.0.1	Use historical inquiry questions to investigate the development of Michgan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	I
4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	I
4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)	I
4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)	I
4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	I
4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)	I
4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)	I
4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)	I
4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future	I
4.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
4.P3	**Public Discourse and Decision Making**	
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	I
4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	I

4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	I
4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	I
4.P4	**Citizen Involvement**	
4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I
4 - P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**7**
	Review Standards:	**0**

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4th Grade	Social Studies GLCEs	Q2
4.C	**Civics and Government**	
4.C1	**Conceptual Foundations of Civic and Political Life**	
4 - C1.0.1	**Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)**	I
4 - C1.0.2	**Explain probable consequences of an absence of government and of rules and laws.**	I
4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	I
4.C2	**Values and Principles of American Democracy**	
4 - C2.0.1	**Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.**	I
4 - C2.0.2	**Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).**	I
4.C3	**Relationships of the United States to Other Nations and World Affairs**	
4 - C3.0.1	**Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).**	I
4 - C3.0.2	**Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).**	I
4 - C3.0.3	**Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).**	I
4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**	I
4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	I
4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	I
4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	I
4.C5	**Citizenship in the United States**	
4 - C5.0.1	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	I
4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**	I
4 - C5.0.3	**Explain why rights have limits.**	I

4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	I
4.E	**Economics**	
4.E1	**The Market Economy**	
4 - E1.0.1	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	
4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).	I
4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	I
4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	I
4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	I
4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	I
4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**	I
4 - E1.0.8	**Explain why public goods (e.g., libraries, roads, parks) are not privately owned.**	I
4.E2	**The National Economy**	
4 - E2.0.1	**Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).**	I
4.E3	**International Economy**	
4 - E3.0.1	**Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).**	I
4.G	**Geography**	
4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
4 - G1.0.1	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	
4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**	
4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	
4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	
4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**	
4.G2	**Place and Regions**	
4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**	

4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**	
4.G4	**Human Systems**	
4 - G4.0.1	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	P
4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**	P
4.G5	**Environment and Society**	
4 - G5.0.1	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	
4.H3, 4.H.1, 4.H.2	**History**	
4.H3	**The History of Michigan and the Great Lakes Region**	
4 - H3.0.1	Use historical inquiry questions to investigate the development of Michgan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	P
4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	P
4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)	P
4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)	P
4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	P
4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)	P
4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)	P
4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)	P
4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future	P
4.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
4.P3	**Public Discourse and Decision Making**	
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	I
4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	I

4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	I
4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	I
4.P4	**Citizen Involvement**	
4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I
4 - P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**11**
	Review Standards:	**0**

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4th Grade	Social Studies GLCEs	Q3
4.C	**Civics and Government**	
4.C1	**Conceptual Foundations of Civic and Political Life**	
4 - C1.0.1	**Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)**	I
4 - C1.0.2	**Explain probable consequences of an absence of government and of rules and laws.**	I
4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	I
4.C2	**Values and Principles of American Democracy**	
4 - C2.0.1	**Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.**	I
4 - C2.0.2	**Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).**	I
4.C3	**Relationships of the United States to Other Nations and World Affairs**	
4 - C3.0.1	**Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).**	I
4 - C3.0.2	**Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).**	I
4 - C3.0.3	**Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).**	I
4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**	I
4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	I
4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	I
4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	I
4.C5	**Citizenship in the United States**	
4 - C5.0.1	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	I
4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**	I
4 - C5.0.3	**Explain why rights have limits.**	I

4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	I
4.E	**Economics**	
4.E1	**The Market Economy**	
4 - E1.0.1	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	P
4 - E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, and specialization).	P
4 - E1.0.3	Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.	P
4 - E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	P
4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	P
4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	P
4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**	P
4 - E1.0.8	**Explain why public goods (e.g., libraries, roads, parks) are not privately owned.**	P
4.E2	**The National Economy**	
4 - E2.0.1	**Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).**	P
4.E3	**International Economy**	
4 - E3.0.1	**Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).**	P
4.G	**Geography**	
4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
4 - G1.0.1	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	
4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**	
4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	
4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	
4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**	
4.G2	**Place and Regions**	
4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**	

4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**	
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4 - G4.0.1	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	
4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**	
4.G5	**Environment and Society**	
4 - G5.0.1	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	
4.H3, 4.H.1, 4.H.2	**History**	
4.H3	**The History of Michigan and the Great Lakes Region**	
4 - H3.0.1	Use historical inquiry questions to investigate the development of Michgan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	
4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	
4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)	
4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)	
4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	
4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)	
4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)	
4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)	
4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future	
4.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
4.P3	**Public Discourse and Decision Making**	
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	I
4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	I

4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	I
4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	I
4.P4	**Citizen Involvement**	
4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	P
4 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**10**
	Review Standards:	**0**

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4th Grade	Social Studies GLCEs	Q4
4.C	**Civics and Government**	
4.C1	**Conceptual Foundations of Civic and Political Life**	
4 - C1.0.1	**Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic value and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?)**	P
4 - C1.0.2	**Explain probable consequences of an absence of government and of rules and laws.**	P
4 - C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	P
4.C2	**Values and Principles of American Democracy**	
4 - C2.0.1	**Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedoms of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.**	P
4 - C2.0.2	**Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedoms of expression, freedom of press).**	P
4.C3	**Relationships of the United States to Other Nations and World Affairs**	
4 - C3.0.1	**Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).**	P
4 - C3.0.2	**Give examples of powers granted to the federal government (e.g., coining of money, declaring of war) and those reserved for the states (e.g., driver's license, marriage license).**	P
4 - C3.0.3	**Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).**	P
4 - C3.0.4	**Describe how the powers of the federal government are separated among the branches.**	P
4 - C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.	P
4 - C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	P
4 - C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	P
4.C5	**Citizenship in the United States**	
4 - C5.0.1	**Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).**	P
4 - C5.0.2	**Describe the relationship between rights and responsibilities of citizenship.**	P
4 - C5.0.3	**Explain why rights have limits.**	P

4 - C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	P
4.E	**Economics**	
4.E1	**The Market Economy**	
4 - E1.0.1	**Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).**	
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4 - E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line).	
4 - E1.0.6	**Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).**	
4 - E1.0.7	**Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.**	
4 - E1.0.8	**Explain why public goods (e.g., libraries, roads, parks) are not privately owned.**	
4.E2	**The National Economy**	
4 - E2.0.1	**Explain how changes in the United States economy impacts levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, and changes in competition).**	
4.E3	**International Economy**	
4 - E3.0.1	**Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).**	
4.G	**Geography**	
4.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
4 - G1.0.1	**Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?)**	
4 - G1.0.2	**Use cardinal and intermediate directions to describe the relative location of significant places in the United States.**	
4 - G1.0.3	**Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).**	
4 - G1.0.4	**Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.**	
4 - G1.0.5	**Use maps to describe elevation, climate, and patterns of population density in the United States.**	
4.G2	**Place and Regions**	
4 - G2.0.1	**Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).**	

4 - G2.0.2	**Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.**	
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4 - G4.0.1	**Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)**	
4 - G4.0.2	**Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).**	
4.G5	**Environment and Society**	
4 - G5.0.1	**Assess the positive and negative effects of human activities on the physical environment of the United States.**	
4.H3, 4.H.1, 4.H.2	**History**	
4.H3	**The History of Michigan and the Great Lakes Region**	
4 - H3.0.1	Use historical inquiry questions to investigate the development of Michgan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C,E)	
4 - H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	
4 - H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G,E)	
4 - H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, and 1950-2000) (G)	
4 - H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	
4 - H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G,E)	
4 - H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG7.2.4) (G,C,E)	
4 - H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G,C,E)	
4 - H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future	
4.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
4.P3	**Public Discourse and Decision Making**	
4 - P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	P
4 - P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	P

4 - P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	P
4 - P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	P
4.P4	**Citizen Involvement**	
4 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	P
4 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**26**
	Review Standards:	**2**

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5th Grade	Social Studies GLCEs	Q1	Q2	Q3	Q4
5.U1, 5.U2, 5.U3, 5.H.1, 5.H.2	History				
5.U1	American Indian Life in the Americas				
5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	P			
5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	P			
5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	P			
5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.	P			
5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	P			
5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	I	P		
5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	I	P		
5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	P			
5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	P			
5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.	P			
5 - U1.4.4	Describe the Columbian Exchange and its impasct on Europeans, American Indians, and Africans.	P			
5.U2	European Struggle for Control of North America				
5 - U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.	I	P		
5 - U2.1.2	Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England	I	P		

5 - U2.1.3	Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)	I	P		
5 - U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)	I	P		
5 - U2.2.1	Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)	I	P		
5 - U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)	I	P		
5 - U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)	I	P		
5 - U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)		P		
5 - U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)		P		
5 - U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)		P		
5 - U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)		P		
5 - U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)		P		
5.U3	**Causes of the American Revolution**				
5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)		I	P	
5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.		I	P	
5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).		I	P	
5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)		I	P	
5 - U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)		I	P	
5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.		I	P	
5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	I		P	
5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	I		P	

5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)		I		P
5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.		I		P
5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war		I		P
5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)		I		P
5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	I			P
5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)		I		P
5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)		I		P
5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)		I		P
5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	I			P
5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)		I		P
5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)		I		P
5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.		I		P
5.P	**Public Disrourse, Decision Making, and Citizen Involvement**				
5.P3	**Public Discourse and Decision Making**				
5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	I		P	
5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	I			P
5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**		I	P	
5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.			I	P
5.P4	**Citizen Involvement**				
5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.			I	P
5 - P4.2.2	Participate in projects to help or inform others.		I	P	
	New Standards:	**9**	**14**	**11**	**15**
	Review Standards:	**0**	**0**	**0**	**0**

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5th Grade	Social Studies GLCEs	Q1
5.U1, 5.U2, 5.U3, 5.H.1, 5.H.2	History	
5.U1	American Indian Life in the Americas	
5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	P
5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	P
5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	P
5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.	P
5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	P
5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	I
5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	I
5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	P
5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	P
5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.	P
5 - U1.4.4	Describe the Columbian Exchange and its impasct on Europeans, American Indians, and Africans.	P
5.U2	European Struggle for Control of North America	

5 - U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.	I
5 - U2.1.2	Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England	I
5 - U2.1.3	Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)	I
5 - U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)	I
5 - U2.2.1	Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)	I
5 - U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)	I
5 - U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)	I
5 - U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)	
5 - U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)	
5 - U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)	
5 - U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	
5 - U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)	

5.U3	Causes of the American Revolution	
5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)	
5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	
5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	
5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	
5 - U3.1.5	**Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)**	
5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	
5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	I
5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	I
5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)	
5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	
5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war	
5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)	
5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	I
5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)	
5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	
5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)	
5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	I

5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	
5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	
5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	
5.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
5.P3	**Public Discourse and Decision Making**	
5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	I
5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	I
5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**	
5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	
5.P4	**Citizen Involvement**	
5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
5 - P4.2.2	Participate in projects to help or inform others.	
	New Standards:	**9**
	Review Standards:	**0**

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5th Grade	Social Studies GLCEs	Q2
5.U1, 5.U2, 5.U3, 5.H.1, 5.H.2	History	
5.U1	American Indian Life in the Americas	
5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	
5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	
5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	
5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.	
5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	
5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	P
5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	P
5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	
5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	
5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.	
5 - U1.4.4	Describe the Columbian Exchange and its impasct on Europeans, American Indians, and Africans.	
5.U2	European Struggle for Control of North America	

5 - U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.	P
5 - U2.1.2	Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England	P
5 - U2.1.3	Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)	P
5 - U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)	P
5 - U2.2.1	Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)	P
5 - U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)	P
5 - U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)	P
5 - U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)	P
5 - U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)	P
5 - U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)	P
5 - U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	P
5 - U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)	P

5.U3	Causes of the American Revolution	
5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)	I
5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	I
5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	I
5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	I
5 - U3.1.5	**Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)**	I
5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	I
5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	
5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	
5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)	I
5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	I
5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war	I
5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)	I
5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	
5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)	I
5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	I
5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)	I
5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	

5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	I
5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	I
5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	I
5.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
5.P3	**Public Discourse and Decision Making**	
5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	
5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	
5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**	I
5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	
5.P4	**Citizen Involvement**	
5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	
5 - P4.2.2	Participate in projects to help or inform others.	I
	New Standards:	**14**
	Review Standards:	**0**

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5th Grade	Social Studies GLCEs	Q3
5.U1, 5.U2, 5.U3, 5.H.1, 5.H.2	History	
5.U1	American Indian Life in the Americas	
5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	
5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	
5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	
5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.	
5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	
5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	
5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	
5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	
5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	
5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.	
5 - U1.4.4	Describe the Columbian Exchange and its impasct on Europeans, American Indians, and Africans.	
5.U2	European Struggle for Control of North America	

5 - U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.	
5 - U2.1.2	Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England	
5 - U2.1.3	Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)	
5 - U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)	
5 - U2.2.1	Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)	
5 - U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)	
5 - U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)	
5 - U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)	
5 - U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)	
5 - U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)	
5 - U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	
5 - U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)	

5.U3	Causes of the American Revolution	
5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)	P
5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	P
5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	P
5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	P
5 - U3.1.5	**Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)**	P
5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	P
5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	P
5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	P
5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)	
5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	
5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war	
5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)	
5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	
5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)	
5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	
5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)	
5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	

5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	
5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	
5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	
5.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
5.P3	**Public Discourse and Decision Making**	
5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	P
5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	
5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**	P
5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	I
5.P4	**Citizen Involvement**	
5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I
5 - P4.2.2	Participate in projects to help or inform others.	P
	New Standards:	**11**
	Review Standards:	**0**

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5th Grade	Social Studies GLCEs	Q4
5.U1, 5.U2, 5.U3, 5.H.1, 5.H.2	History	
5.U1	American Indian Life in the Americas	
5 - U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	
5 - U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	
5 - U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	
5 - U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments (e.g., rise of nation-states), that made sea exploration possible.	
5 - U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	
5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	
5 - U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	
5 - U1.4.1	Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	
5 - U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	
5 - U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.	
5 - U1.4.4	Describe the Columbian Exchange and its impasct on Europeans, American Indians, and Africans.	
5.U2	European Struggle for Control of North America	

5 - U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.	
5 - U2.1.2	Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England	
5 - U2.1.3	Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)	
5 - U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)	
5 - U2.2.1	Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)	
5 - U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)	
5 - U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)	
5 - U2.3.1	Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)	
5 - U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)	
5 - U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154)	
5 - U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	
5 - U2.3.5	Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)	

5.U3	Causes of the American Revolution	
5 - U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)	
5 - U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	
5 - U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	
5 - U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	
5 - U3.1.5	**Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)**	
5 - U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	
5 - U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	
5 - U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	
5 - U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)	P
5 - U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	P
5 - U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war	P
5 - U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)	P
5 - U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	P
5 - U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)	P
5 - U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	P
5 - U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise). (National Geography Standard 9, p. 160, C)	P
5 - U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	P

5 - U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	P
5 - U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	P
5 - U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	P
5.P	**Public Disrourse, Decision Making, and Citizen Involvement**	
5.P3	**Public Discourse and Decision Making**	
5 - P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	
5 - P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	P
5 - P3.1.3	**Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.**	
5 - P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	P
5.P4	**Citizen Involvement**	
5 - P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	P
5 - P4.2.2	Participate in projects to help or inform others.	
	New Standards:	**15**
	Review Standards:	**0**

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6th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
6.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**				
6.G1.1	**Spacial Thinking**				
6 - G1.1.1	**Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.**	I			P
6 - G1.1.2	**Draw a sketch map or add information to an outline map of the world or a world region.**	I			P
6.G1.2	**Geographical Inquiry and Analysis**				
6 – G1.2.1	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	I			P
6 – G1.2.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	I	P		
6 – G1.2.3	Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.	I		P	
6 – G1.2.4	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	I	P		
6 – G1.2.5	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.	P			
6 – G1.2.6	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.		P		
6.G1.3	**Geographical Understanding**				
6 – G1.3.1	**Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.**	P			
6 – G1.3.2	Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.		P		
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	P			
6.G2	**Places and Regions**				
6.G2.1	**Physical Characteristics of Place**				
6 – G2.1.1	**Locate and describe the landforms, ecosystems, and the climate of the region under study.**	P			
6 – G2.1.2	**Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).**	P			
6 – G2.1.3	Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).	P			
6.G2.2	**Human Characteristics of Place**				
6 – G2.2.1	**Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).**	I	P		
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology.			P	
6 – G2.2.3	Explain how culture and experience influence people's perception of places and regions.		P		
6 – G2.2.4	Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.		P		
6.G3	**Physical Systems**				
6.G3.1	**Physical Processes**				

6 – G3.1.1	Construct, interpret, and compare climate graphs at different latitudes and locations.	P			
6 – G3.1.2	Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).	P			
6.G3.2	**Ecosystems**				
6 – G3.2.1	**Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors.**	P			
6 – G3.2.2	**Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.**	P			
6.G4	**Human Systems**				
6.G4.1	**Cultural Mosaic**				
6 – G4.1.1	**Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.**		P		
6 – G4.1.2	Compare the roles of men and women in different societies.		P		
6 – G4.1.3	Describe cultures of the region being studied including the major languages and religions.		P		
6 – G4.1.4	Explain how cultural patterns influence environments and the daily lives of people.		P		
6.G4.2	**Technology Patterns and Networks**				
6 – G4.2.1	Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.	I	P	R	R
6.G4.3	**Patterns of Human Settlement**				
6 – G4.3.1	Explain how people have modified the environment and used technology to make places more suitable for humans.			P	
6 – G4.3.2	Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).		P		
6 – G4.3.3	Explain the patterns, causes, and consequences of major human migrations		P		
6.G4.4	**Forces of Cooperation and Conflict**				
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).		I		P
6 – G4.4.2	Evaluate from different perspectives, examples of cooperation and conflict within the region under study.		I	P	
6.G5	**Environment and Society**				
6.G5.1	**Humans and Environment**				
6 – G5.1.1	**Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.**			P	
6 – G5.1.2	Explain how different technologies can have positive and negative impacts on the environment.			P	
6 – G5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.			P	
6.G5.2	**Physical and Human Systems**				
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.	P			
6– G5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	P			
6.G6	**Global Issues (GI.2.1)**				
6.G6.1	**Global Topic Investigation and Issue Analysis (P2)**				
6 – G6.1.1	Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.	I	P	P	P
6.C1	**Purposes of Government**				
6.C1.1	**Nature of Civic Life, Politics, and Government**				

6 – C1.1.1	**Compare and contrast competing ideas about the purposes of government in different countries.**			P	
6 – C1.1.2	Examine what it means to be a citizen in different countries.			P	
6.C3	**Structure and Functions of Government**				
6.C3.6	**Characteristics of Nation-States**				
6 – C3.6.1	Define the characteristics of modern nation-states.			P	
6 – C3.6.2	Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.			P	
6.C4	**Relationship of United States to Other Nations and World Affairs**				
6.C4.3	**Conflict and Cooperation Between and Among Nations**				
6 – C4.3.1	**Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.**			P	
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).			P	
6 – C4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues.			P	
6.E1	**The Market Economy**				
6.E1.1	**Individual, Business, and Government Choices**				
6 – E1.1.1	Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).				P
6.E2	**The National Economy**				
6.E2.3	**Role of Government**				
6 – E2.3.1	Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.				P
6.E3	**The International Economy**				
6.E3.1	**Economic Interdependence**				
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.				P
6 – E3.1.2	Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).				P
6 – E3.1.3	**Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).**				P
6.E3.3	**Economic Systems**				
6 – E3.3.1	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?				P
6 – E3.3.2	Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind).				P
6.P3, 6.P4	**Public Discourse, Decision Making, and Citizen Involvement**				
6.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**				

6 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.		I	P	P
6.P4.2	**Citizen Involvement**				
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.				P
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.		I		P
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).		I		P
	New Standards:	**12**	**16**	**16**	**16**
	Review Standards:	**0**	**0**	**0**	**0**

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2019-20 Quarterly Pacing Guide

6th grade	Social Studies Content Expectations	Q1
6.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
6.G1.1	**Spacial Thinking**	
6 - G1.1.1	**Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.**	I
6 - G1.1.2	**Draw a sketch map or add information to an outline map of the world or a world region.**	I
6.G1.2	**Geographical Inquiry and Analysis**	
6 – G1.2.1	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	I
6 – G1.2.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	I
6 – G1.2.3	Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.	I
6 – G1.2.4	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	I
6 – G1.2.5	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.	P
6 – G1.2.6	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	
6.G1.3	**Geographical Understanding**	
6 – G1.3.1	**Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.**	P
6 – G1.3.2	Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.	
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	P
6.G2	**Places and Regions**	
6.G2.1	**Physical Characteristics of Place**	
6 – G2.1.1	**Locate and describe the landforms, ecosystems, and the climate of the region under study.**	P
6 – G2.1.2	**Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).**	P
6 – G2.1.3	Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).	P

6.G2.2	**Human Characteristics of Place**	
6 – G2.2.1	**Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).**	I
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology.	
6 – G2.2.3	Explain how culture and experience influence people's perception of places and regions.	
6 – G2.2.4	Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.	
6.G3	**Physical Systems**	
6.G3.1	**Physical Processes**	
6 – G3.1.1	Construct, interpret, and compare climate graphs at different latitudes and locations.	P
6 – G3.1.2	Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).	P
6.G3.2	**Ecosystems**	
6 – G3.2.1	**Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors.**	P
6 – G3.2.2	**Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.**	P
6.G4	**Human Systems**	
6.G4.1	**Cultural Mosaic**	
6 – G4.1.1	**Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.**	
6 – G4.1.2	Compare the roles of men and women in different societies.	
6 – G4.1.3	Describe cultures of the region being studied including the major languages and religions.	
6 – G4.1.4	Explain how cultural patterns influence environments and the daily lives of people.	
6.G4.2	**Technology Patterns and Networks**	
6 – G4.2.1	Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.	I
6.G4.3	**Patterns of Human Settlement**	
6 – G4.3.1	Explain how people have modified the environment and used technology to make places more suitable for humans.	
6 – G4.3.2	Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).	
6 – G4.3.3	Explain the patterns, causes, and consequences of major human migrations	
6.G4.4	**Forces of Cooperation and Conflict**	
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).	
6 – G4.4.2	Evaluate from different perspectives, examples of cooperation and conflict within the region under study.	

6.G5	**Environment and Society**	
6.G5.1	**Humans and Environment**	
6 – G5.1.1	**Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.**	
6 – G5.1.2	Explain how different technologies can have positive and negative impacts on the environment.	
6 – G5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.	
6.G5.2	**Physical and Human Systems**	
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.	P
6– G5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	P
6.G6	**Global Issues (GI.2.1)**	
6.G6.1	**Global Topic Investigation and Issue Analysis (P2)**	
6 – G6.1.1	Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.	I
6.C1	**Purposes of Government**	
6.C1.1	**Nature of Civic Life, Politics, and Government**	
6 – C1.1.1	**Compare and contrast competing ideas about the purposes of government in different countries.**	
6 – C1.1.2	Examine what it means to be a citizen in different countries.	
6.C3	**Structure and Functions of Government**	
6.C3.6	**Characteristics of Nation-States**	
6 – C3.6.1	Define the characteristics of modern nation-states.	
6 – C3.6.2	Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.	
6.C4	**Relationship of United States to Other Nations and World Affairs**	
6.C4.3	**Conflict and Cooperation Between and Among Nations**	
6 – C4.3.1	**Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.**	
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	
6 – C4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues.	
6.E1	**The Market Economy**	
6.E1.1	**Individual, Business, and Government Choices**	

6 – E1.1.1	Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	
6.E2	**The National Economy**	
6.E2.3	**Role of Government**	
6 – E2.3.1	Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.	
6.E3	**The International Economy**	
6.E3.1	**Economic Interdependence**	
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.	
6 – E3.1.2	Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	
6 – E3.1.3	**Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).**	
6.E3.3	**Economic Systems**	
6 – E3.3.1	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?	
6 – E3.3.2	Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind).	
6.P3, 6.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
6.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
6 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	
6.P4.2	**Citizen Involvement**	
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	
	New Standards:	**12**

	Review Standards:	**0**

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6th grade	Social Studies Content Expectations	Q2
6.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
6.G1.1	**Spacial Thinking**	
6 - G1.1.1	**Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.**	
6 - G1.1.2	**Draw a sketch map or add information to an outline map of the world or a world region.**	
6.G1.2	**Geographical Inquiry and Analysis**	
6 – G1.2.1	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	
6 – G1.2.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	P
6 – G1.2.3	Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.	
6 – G1.2.4	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	P
6 – G1.2.5	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.	
6 – G1.2.6	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	P
6.G1.3	**Geographical Understanding**	
6 – G1.3.1	**Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.**	
6 – G1.3.2	Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.	P
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	
6.G2	**Places and Regions**	
6.G2.1	**Physical Characteristics of Place**	
6 – G2.1.1	**Locate and describe the landforms, ecosystems, and the climate of the region under study.**	
6 – G2.1.2	**Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).**	
6 – G2.1.3	Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).	

6.G2.2	**Human Characteristics of Place**	
6 – G2.2.1	**Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).**	P
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology.	
6 – G2.2.3	Explain how culture and experience influence people's perception of places and regions.	P
6 – G2.2.4	Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.	P
6.G3	**Physical Systems**	
6.G3.1	**Physical Processes**	
6 – G3.1.1	Construct, interpret, and compare climate graphs at different latitudes and locations.	
6 – G3.1.2	Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).	
6.G3.2	**Ecosystems**	
6 – G3.2.1	**Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors.**	
6 – G3.2.2	**Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.**	
6.G4	**Human Systems**	
6.G4.1	**Cultural Mosaic**	
6 – G4.1.1	**Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.**	P
6 – G4.1.2	Compare the roles of men and women in different societies.	P
6 – G4.1.3	Describe cultures of the region being studied including the major languages and religions.	P
6 – G4.1.4	Explain how cultural patterns influence environments and the daily lives of people.	P
6.G4.2	**Technology Patterns and Networks**	
6 – G4.2.1	Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.	P
6.G4.3	**Patterns of Human Settlement**	
6 – G4.3.1	Explain how people have modified the environment and used technology to make places more suitable for humans.	
6 – G4.3.2	Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).	P
6 – G4.3.3	Explain the patterns, causes, and consequences of major human migrations	P
6.G4.4	**Forces of Cooperation and Conflict**	
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).	I
6 – G4.4.2	Evaluate from different perspectives, examples of cooperation and conflict within the region under study.	I

6.G5	**Environment and Society**	
6.G5.1	**Humans and Environment**	
6 – G5.1.1	**Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.**	
6 – G5.1.2	Explain how different technologies can have positive and negative impacts on the environment.	
6 – G5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.	
6.G5.2	**Physical and Human Systems**	
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.	
6– G5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	
6.G6	**Global Issues (GI.2.1)**	
6.G6.1	**Global Topic Investigation and Issue Analysis (P2)**	
6 – G6.1.1	Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.	P
6.C1	**Purposes of Government**	
6.C1.1	**Nature of Civic Life, Politics, and Government**	
6 – C1.1.1	**Compare and contrast competing ideas about the purposes of government in different countries.**	
6 – C1.1.2	Examine what it means to be a citizen in different countries.	
6.C3	**Structure and Functions of Government**	
6.C3.6	**Characteristics of Nation-States**	
6 – C3.6.1	Define the characteristics of modern nation-states.	
6 – C3.6.2	Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.	
6.C4	**Relationship of United States to Other Nations and World Affairs**	
6.C4.3	**Conflict and Cooperation Between and Among Nations**	
6 – C4.3.1	**Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.**	
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	
6 – C4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues.	
6.E1	**The Market Economy**	
6.E1.1	**Individual, Business, and Government Choices**	

6 – E1.1.1	Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	
6.E2	**The National Economy**	
6.E2.3	**Role of Government**	
6 – E2.3.1	Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.	
6.E3	**The International Economy**	
6.E3.1	**Economic Interdependence**	
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.	
6 – E3.1.2	Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	
6 – E3.1.3	**Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).**	
6.E3.3	**Economic Systems**	
6 – E3.3.1	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?	
6 – E3.3.2	Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind).	
6.P3, 6.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
6.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
6 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	I
6.P4.2	**Citizen Involvement**	
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	I
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	I
	New Standards:	**16**

	Review Standards:	**0**

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6th grade	Social Studies Content Expectations	Q3
6.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
6.G1.1	**Spacial Thinking**	
6 - G1.1.1	**Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.**	
6 - G1.1.2	**Draw a sketch map or add information to an outline map of the world or a world region.**	
6.G1.2	**Geographical Inquiry and Analysis**	
6 – G1.2.1	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	
6 – G1.2.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	
6 – G1.2.3	Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.	P
6 – G1.2.4	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	
6 – G1.2.5	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.	
6 – G1.2.6	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	
6.G1.3	**Geographical Understanding**	
6 – G1.3.1	**Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.**	
6 – G1.3.2	Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.	
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	
6.G2	**Places and Regions**	
6.G2.1	**Physical Characteristics of Place**	
6 – G2.1.1	**Locate and describe the landforms, ecosystems, and the climate of the region under study.**	
6 – G2.1.2	**Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).**	
6 – G2.1.3	Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).	

6.G2.2	**Human Characteristics of Place**	
6 – G2.2.1	**Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).**	
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology.	P
6 – G2.2.3	Explain how culture and experience influence people's perception of places and regions.	
6 – G2.2.4	Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.	
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6.G3.1	**Physical Processes**	
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6 – G4.1.4	Explain how cultural patterns influence environments and the daily lives of people.	
6.G4.2	**Technology Patterns and Networks**	
6 – G4.2.1	Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.	R
6.G4.3	**Patterns of Human Settlement**	
6 – G4.3.1	Explain how people have modified the environment and used technology to make places more suitable for humans.	P
6 – G4.3.2	Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).	
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6.G4.4	**Forces of Cooperation and Conflict**	
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).	
6 – G4.4.2	Evaluate from different perspectives, examples of cooperation and conflict within the region under study.	P

6.G5	**Environment and Society**	
6.G5.1	**Humans and Environment**	
6 – G5.1.1	**Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.**	P
6 – G5.1.2	Explain how different technologies can have positive and negative impacts on the environment.	P
6 – G5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.	P
6.G5.2	**Physical and Human Systems**	
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.	
6– G5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	
6.G6	**Global Issues (GI.2.1)**	
6.G6.1	**Global Topic Investigation and Issue Analysis (P2)**	
6 – G6.1.1	Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.	P
6.C1	**Purposes of Government**	
6.C1.1	**Nature of Civic Life, Politics, and Government**	
6 – C1.1.1	**Compare and contrast competing ideas about the purposes of government in different countries.**	P
6 – C1.1.2	Examine what it means to be a citizen in different countries.	P
6.C3	**Structure and Functions of Government**	
6.C3.6	**Characteristics of Nation-States**	
6 – C3.6.1	Define the characteristics of modern nation-states.	P
6 – C3.6.2	Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.	P
6.C4	**Relationship of United States to Other Nations and World Affairs**	
6.C4.3	**Conflict and Cooperation Between and Among Nations**	
6 – C4.3.1	**Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.**	P
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	P
6 – C4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues.	P
6.E1	**The Market Economy**	
6.E1.1	**Individual, Business, and Government Choices**	

6 – E1.1.1	Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	
6.E2	**The National Economy**	
6.E2.3	**Role of Government**	
6 – E2.3.1	Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.	
6.E3	**The International Economy**	
6.E3.1	**Economic Interdependence**	
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.	
6 – E3.1.2	Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	
6 – E3.1.3	**Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).**	
6.E3.3	**Economic Systems**	
6 – E3.3.1	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?	
6 – E3.3.2	Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind).	
6.P3, 6.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
6.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
6 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	P
6.P4.2	**Citizen Involvement**	
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	
	New Standards:	**16**

	Review Standards:	**0**

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6th grade	Social Studies Content Expectations	Q4
6.G1	**The World in Spacial Term Terms: Geographical Habits of Mind**	
6.G1.1	**Spacial Thinking**	
6 - G1.1.1	**Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.**	P
6 - G1.1.2	**Draw a sketch map or add information to an outline map of the world or a world region.**	P
6.G1.2	**Geographical Inquiry and Analysis**	
6 – G1.2.1	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	P
6 – G1.2.2	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.	
6 – G1.2.3	Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.	
6 – G1.2.4	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	
6 – G1.2.5	Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.	
6 – G1.2.6	Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.	
6.G1.3	**Geographical Understanding**	
6 – G1.3.1	**Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.**	
6 – G1.3.2	Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.	
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	
6.G2	**Places and Regions**	
6.G2.1	**Physical Characteristics of Place**	
6 – G2.1.1	**Locate and describe the landforms, ecosystems, and the climate of the region under study.**	
6 – G2.1.2	**Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).**	
6 – G2.1.3	Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, sub-tropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).	

6.G2.2	**Human Characteristics of Place**	
6 – G2.2.1	**Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).**	
6 – G2.2.2	Explain how communities are affected positively or negatively by changes in technology.	
6 – G2.2.3	Explain how culture and experience influence people's perception of places and regions.	
6 – G2.2.4	Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.	
6.G3	**Physical Systems**	
6.G3.1	**Physical Processes**	
6 – G3.1.1	Construct, interpret, and compare climate graphs at different latitudes and locations.	
6 – G3.1.2	Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).	
6.G3.2	**Ecosystems**	
6 – G3.2.1	**Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human factors.**	
6 – G3.2.2	**Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.**	
6.G4	**Human Systems**	
6.G4.1	**Cultural Mosaic**	
6 – G4.1.1	**Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.**	
6 – G4.1.2	Compare the roles of men and women in different societies.	
6 – G4.1.3	Describe cultures of the region being studied including the major languages and religions.	
6 – G4.1.4	Explain how cultural patterns influence environments and the daily lives of people.	
6.G4.2	**Technology Patterns and Networks**	
6 – G4.2.1	Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.	R
6.G4.3	**Patterns of Human Settlement**	
6 – G4.3.1	Explain how people have modified the environment and used technology to make places more suitable for humans.	
6 – G4.3.2	Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).	
6 – G4.3.3	Explain the patterns, causes, and consequences of major human migrations	
6.G4.4	**Forces of Cooperation and Conflict**	
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).	P
6 – G4.4.2	Evaluate from different perspectives, examples of cooperation and conflict within the region under study.	

6.G5	**Environment and Society**	
6.G5.1	**Humans and Environment**	
6 – G5.1.1	**Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.**	
6 – G5.1.2	Explain how different technologies can have positive and negative impacts on the environment.	
6 – G5.1.3	Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.	
6.G5.2	**Physical and Human Systems**	
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.	
6– G5.2.2	Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	
6.G6	**Global Issues (GI.2.1)**	
6.G6.1	**Global Topic Investigation and Issue Analysis (P2)**	
6 – G6.1.1	Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.	P
6.C1	**Purposes of Government**	
6.C1.1	**Nature of Civic Life, Politics, and Government**	
6 – C1.1.1	**Compare and contrast competing ideas about the purposes of government in different countries.**	
6 – C1.1.2	Examine what it means to be a citizen in different countries.	
6.C3	**Structure and Functions of Government**	
6.C3.6	**Characteristics of Nation-States**	
6 – C3.6.1	Define the characteristics of modern nation-states.	
6 – C3.6.2	Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.	
6.C4	**Relationship of United States to Other Nations and World Affairs**	
6.C4.3	**Conflict and Cooperation Between and Among Nations**	
6 – C4.3.1	**Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.**	
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	
6 – C4.3.3	Analyze the impact of treaties, agreements, and international organizations on global issues.	
6.E1	**The Market Economy**	
6.E1.1	**Individual, Business, and Government Choices**	

6 – E1.1.1	Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	P
6.E2	**The National Economy**	
6.E2.3	**Role of Government**	
6 – E2.3.1	Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.	P
6.E3	**The International Economy**	
6.E3.1	**Economic Interdependence**	
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.	P
6 – E3.1.2	Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	P
6 – E3.1.3	**Explain how communication innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).**	P
6.E3.3	**Economic Systems**	
6 – E3.3.1	Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?	P
6 – E3.3.2	Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind).	P
6.P3, 6.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
6.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
6 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	P
6.P4.2	**Citizen Involvement**	
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	P
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	P
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	P
	New Standards:	**16**

	Review Standards:	**0**

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
7.H1	**The World in Temporal Terms: Historical Habits of Mind**				
7.H1.1	**Temporal Thinking**				
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	I	I	P	R
7.H1.2	**Historical Inquiry and Analysis**				
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	I	I	P	R
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	I	I	P	R
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	I	I	P	R
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	I	I	P	R
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	I	I	P	R
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	I	I	P	R
7.H1.4	**Historical Understanding**				
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	I	I	I	P
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	I	I	P	R
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	I	I	P	R
7.W1	**WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C**				
7.W1.1	**Peopling of Earth**				
7 – W1.1.1	**Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)**	P			
7 – W1.1.2	**Explain what archaeologists have learned about Paleolithic and Neolithic societies.**	P			
7.W1.2	**Agricultural Revolution**				
7 – W1.2.1	**Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).**	P			
7 – W1.2.2	**Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)**	P			
7 – W1.2.3	**Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)**	P			
7-W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g.,Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)	P			
7.W2	**WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E/B.C**				
7.W2.1	**Early Civilizations and Major Empires**				

7 – W2.1.1	**Describe the importance of the development of human language, oral and written, and its relationship to the development of culture** • **verbal vocalizations** • **standardization of physical (rock, bird) and abstract (love, fear) words** • **pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)**		P		
7 – W2.1.2	**Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)**		P		
7 – W2.1.3	**Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)**		p		
7 – W2.1.4	**Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).**		p		
7 – W2.1.5	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).		p		
7 – W2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.		p		
7.W3	**WHG Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.**				
7.W3.1	**Classical Traditions in Regions of the Eastern Hemisphere**				
7 – W3.1.1	**Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).**			I	P
7 – W3.1.2	**Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)**			I	P
7– W3.1.3	**Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)**		I	I	P
7 – W3.1.4	**Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)**			I	P
7 – W3.1.5	**Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)**			P	
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)			P	
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)			P	
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)			P	
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.		I	P	
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.			P	
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)		I	I	P
7.W3.2	**Growth and Development of World Religions**				
7 – W3.2.1	Identify and describe the beliefs of the six major world religions.			I	P
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)			I	P

7.W4	**WHG Era 4 - Exanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.**				
7.W4.1	**Cross-temporal or Global Expectations**				
7 – W4.1.1	Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)			P	R
7 – W4.1.2	World Religions -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)			I	P
7 – W4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)			I	P
7.W4.2	**Interregional or Comparative Expectations**				
7 – W4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)			I	P
7 – W4.2.2	Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.			I	P
7 – W4.2.3	The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.				P
7.W4.3	**Regional Expectations**				
7 – W4.3.1	Africa to 1500-- Describe the diverse characteristics of early African societies by: • Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)				P
7 – W4.3.2	The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.				P
7 – W4.3.3	China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.				P
7 – W4.3.4	Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.				P
7.G1	**The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)**				
7.G1.2	**Geographical Inquiry and Analysis**				
7 – G1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.	I			P
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).			I	P
7 – G4.4.2	Describe examples of cooperation and conflict within the era understudy		I	P	P

7.G6	**Global Topic Investigation and Analysis (P2)**				
7.G6.1	**Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**				
7 – G6.1.1	Investigations Designed for World History Eras 1-4 – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.				P
7.C1	**Purposes of Government**				
7.C1.1	**Nature of Civic Life, Politics, and Government**				
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.			I	P
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study			I	P
7.C3	**Structure and Functions of Government**				
7.C3.6	**Characteristics of Nation-States**				
7 - C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.			I	P
7 – C3.6.2	**Compare and contrast various forms of government in the eras under study.**			I	P
7.C4	**Relationship of United States to Other Nations and World Affairs**				
7.C4.3	**Conflict and Cooperation Between and Among Nations**				
7 – C4.3.1	**Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.**		I	P	P
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	I	I	I	P
7E.2	**The National Economy**				
7E2.3	**Role of Government**				
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	I	P	P	P
7.E3	**The International Economy**				
7.E3.1	**Economic Interdependence**				
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	I	P	P	P
7.E3.3	**Economic Systems**				
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	I	P	P	P
7.P3, 7.P4	**Public Discourse, Decision Making, and Citizen Involvement**				
7.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**				
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.				P
7.P4.2	**Citizen Involvement**				
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.				P
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.				P
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).				P
	New Standards:	**6**	**9**	**21**	**34**
	Review Standards:	**0**	**10**	**19**	**22**

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7th grade	Social Studies Content Expectations	Q1
7.H1	**The World in Temporal Terms: Historical Habits of Mind**	
7.H1.1	**Temporal Thinking**	
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	I
7.H1.2	**Historical Inquiry and Analysis**	
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	I
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	I
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	I
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	I
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	I
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	I
7.H1.4	**Historical Understanding**	
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	I
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	I
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	I
7.W1	**WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C**	
7.W1.1	**Peopling of Earth**	
7 – W1.1.1	**Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)**	P
7 – W1.1.2	**Explain what archaeologists have learned about Paleolithic and Neolithic societies.**	P
7.W1.2	**Agricultural Revolution**	
7 – W1.2.1	**Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).**	P

7 – W1.2.2	**Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)**	P
7 – W1.2.3	**Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)**	P
7-W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g.,Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)	P
7.W2	**WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E/B.C**	
7.W2.1	**Early Civilizations and Major Empires**	
7 – W2.1.1	**Describe the importance of the development of human language, oral and written, and its relationship to the development of culture** • **verbal vocalizations** • **standardization of physical (rock, bird) and abstract (love, fear) words** • **pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)**	
7 – W2.1.2	**Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)**	
7 – W2.1.3	**Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)**	
7 – W2.1.4	**Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).**	
7 – W2.1.5	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	
7 – W2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	
7.W3	**WHG Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.**	
7.W3.1	**Classical Traditions in Regions of the Eastern Hemisphere**	
7 – W3.1.1	**Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).**	
7 – W3.1.2	**Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)**	
7– W3.1.3	**Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)**	

7 – W3.1.4	**Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)**	
7 – W3.1.5	**Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)**	
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)	
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)	
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)	
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)	
7.W3.2	**Growth and Development of World Religions**	
7 – W3.2.1	Identify and describe the beliefs of the six major world religions.	
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)	
7.W4	**WHG Era 4 - Exanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.**	
7.W4.1	**Cross-temporal or Global Expectations**	
7 – W4.1.1	Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)	
7 – W4.1.2	World Religions -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)	
7 – W4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)	
7.W4.2	**Interregional or Comparative Expectations**	

7 – W4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)	
7 – W4.2.2	Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.	
7 – W4.2.3	The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.	
7.W4.3	**Regional Expectations**	
7 – W4.3.1	Africa to 1500-- Describe the diverse characteristics of early African societies by: • Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)	
7 – W4.3.2	The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	
7 – W4.3.3	China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.	
7 – W4.3.4	Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	
7.G1	**The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)**	
7.G1.2	**Geographical Inquiry and Analysis**	
7 – G1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.	I
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	
7 – G4.4.2	Describe examples of cooperation and conflict within the era understudy	
7.G6	**Global Topic Investigation and Analysis (P2)**	
7.G6.1	**Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**	

7 – G6.1.1	Investigations Designed for World History Eras 1-4 – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.	
7.C1	**Purposes of Government**	
7.C1.1	**Nature of Civic Life, Politics, and Government**	
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.	
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study	
7.C3	**Structure and Functions of Government**	
7.C3.6	**Characteristics of Nation-States**	
7 - C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.	
7 – C3.6.2	**Compare and contrast various forms of government in the eras under study.**	
7.C4	**Relationship of United States to Other Nations and World Affairs**	
7.C4.3	**Conflict and Cooperation Between and Among Nations**	
7 – C4.3.1	**Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.**	
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	I
7E.2	**The National Economy**	
7E2.3	**Role of Government**	
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	I
7.E3	**The International Economy**	
7.E3.1	**Economic Interdependence**	
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	I
7.E3.3	**Economic Systems**	
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	I
7.P3, 7.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
7.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	

7.P4.2	Citizen Involvement	
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	
	New Standards:	**6**
	Review Standards:	**0**

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7th grade	Social Studies Content Expectations	Q2
7.H1	**The World in Temporal Terms: Historical Habits of Mind**	
7.H1.1	**Temporal Thinking**	
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	I
7.H1.2	**Historical Inquiry and Analysis**	
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	I
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	I
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	I
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	I
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	I
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	I
7.H1.4	**Historical Understanding**	
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	I
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	I
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	I
7.W1	**WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C**	
7.W1.1	**Peopling of Earth**	
7 – W1.1.1	**Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)**	
7 – W1.1.2	**Explain what archaeologists have learned about Paleolithic and Neolithic societies.**	
7.W1.2	**Agricultural Revolution**	
7 – W1.2.1	**Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).**	

7 – W1.2.2	**Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)**	
7 – W1.2.3	**Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)**	
7-W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g.,Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)	
7.W2	**WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E/B.C**	
7.W2.1	**Early Civilizations and Major Empires**	
7 – W2.1.1	**Describe the importance of the development of human language, oral and written, and its relationship to the development of culture** **• verbal vocalizations** **• standardization of physical (rock, bird) and abstract (love, fear) words** **• pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)**	P
7 – W2.1.2	**Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)**	P
7 – W2.1.3	**Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)**	p
7 – W2.1.4	**Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).**	p
7 – W2.1.5	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	p
7 – W2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	p
7.W3	**WHG Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.**	
7.W3.1	**Classical Traditions in Regions of the Eastern Hemisphere**	
7 – W3.1.1	**Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).**	
7 – W3.1.2	**Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)**	
7– W3.1.3	**Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)**	I

7 – W3.1.4	**Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)**	
7 – W3.1.5	**Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)**	
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)	
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)	
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)	
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	I
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)	I
7.W3.2	**Growth and Development of World Religions**	
7 – W3.2.1	Identify and describe the beliefs of the six major world religions.	
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)	
7.W4	**WHG Era 4 - Exanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.**	
7.W4.1	**Cross-temporal or Global Expectations**	
7 – W4.1.1	Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)	
7 – W4.1.2	World Religions -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)	
7 – W4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)	
7.W4.2	**Interregional or Comparative Expectations**	

7 – W4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)	
7 – W4.2.2	Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.	
7 – W4.2.3	The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.	
7.W4.3	**Regional Expectations**	
7 – W4.3.1	Africa to 1500-- Describe the diverse characteristics of early African societies by: • Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)	
7 – W4.3.2	The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	
7 – W4.3.3	China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.	
7 – W4.3.4	Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	
7.G1	**The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)**	
7.G1.2	**Geographical Inquiry and Analysis**	
7 – G1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.	
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	
7 – G4.4.2	Describe examples of cooperation and conflict within the era understudy	I
7.G6	**Global Topic Investigation and Analysis (P2)**	
7.G6.1	**Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**	

7 – G6.1.1	Investigations Designed for World History Eras 1-4 – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.	
7.C1	**Purposes of Government**	
7.C1.1	**Nature of Civic Life, Politics, and Government**	
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.	
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study	
7.C3	**Structure and Functions of Government**	
7.C3.6	**Characteristics of Nation-States**	
7 - C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.	
7 – C3.6.2	**Compare and contrast various forms of government in the eras under study.**	
7.C4	**Relationship of United States to Other Nations and World Affairs**	
7.C4.3	**Conflict and Cooperation Between and Among Nations**	
7 – C4.3.1	**Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.**	I
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	I
7E.2	**The National Economy**	
7E2.3	**Role of Government**	
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	P
7.E3	**The International Economy**	
7.E3.1	**Economic Interdependence**	
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	P
7.E3.3	**Economic Systems**	
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	P
7.P3, 7.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
7.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	

7.P4.2	Citizen Involvement	
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	
	New Standards:	**9**
	Review Standards:	**10**

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7th grade	Social Studies Content Expectations	Q3
7.H1	**The World in Temporal Terms: Historical Habits of Mind**	
7.H1.1	**Temporal Thinking**	
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	P
7.H1.2	**Historical Inquiry and Analysis**	
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	P
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	P
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	P
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	P
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	P
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	P
7.H1.4	**Historical Understanding**	
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	I
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	P
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	P
7.W1	**WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C**	
7.W1.1	**Peopling of Earth**	
7 – W1.1.1	**Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)**	
7 – W1.1.2	**Explain what archaeologists have learned about Paleolithic and Neolithic societies.**	
7.W1.2	**Agricultural Revolution**	
7 – W1.2.1	**Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).**	

7 – W1.2.2	**Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)**	
7 – W1.2.3	**Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)**	
7-W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g.,Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)	
7.W2	**WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E/B.C**	
7.W2.1	**Early Civilizations and Major Empires**	
7 – W2.1.1	**Describe the importance of the development of human language, oral and written, and its relationship to the development of culture** • **verbal vocalizations** • **standardization of physical (rock, bird) and abstract (love, fear) words** • **pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)**	
7 – W2.1.2	**Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)**	
7 – W2.1.3	**Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)**	
7 – W2.1.4	**Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).**	
7 – W2.1.5	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	
7 – W2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	
7.W3	**WHG Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.**	
7.W3.1	**Classical Traditions in Regions of the Eastern Hemisphere**	
7 – W3.1.1	**Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).**	I
7 – W3.1.2	**Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)**	I
7– W3.1.3	**Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)**	I

7 – W3.1.4	**Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)**	I
7 – W3.1.5	**Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)**	P
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)	P
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)	P
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)	P
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	P
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	P
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)	I
7.W3.2	**Growth and Development of World Religions**	
7 – W3.2.1	Identify and describe the beliefs of the six major world religions.	I
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)	I
7.W4	**WHG Era 4 - Exanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.**	
7.W4.1	**Cross-temporal or Global Expectations**	
7 – W4.1.1	Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)	P
7 – W4.1.2	World Religions -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)	I
7 – W4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)	I
7.W4.2	**Interregional or Comparative Expectations**	

7 – W4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)	I
7 – W4.2.2	Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.	I
7 – W4.2.3	The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.	
7.W4.3	**Regional Expectations**	
7 – W4.3.1	Africa to 1500-- Describe the diverse characteristics of early African societies by: • Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)	
7 – W4.3.2	The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	
7 – W4.3.3	China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.	
7 – W4.3.4	Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	
7.G1	**The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)**	
7.G1.2	**Geographical Inquiry and Analysis**	
7 – G1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.	
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	I
7 – G4.4.2	Describe examples of cooperation and conflict within the era understudy	P
7.G6	**Global Topic Investigation and Analysis (P2)**	
7.G6.1	**Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**	

7 – G6.1.1	Investigations Designed for World History Eras 1-4 – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.	
7.C1	**Purposes of Government**	
7.C1.1	**Nature of Civic Life, Politics, and Government**	
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.	I
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study	I
7.C3	**Structure and Functions of Government**	
7.C3.6	**Characteristics of Nation-States**	
7 - C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.	I
7 – C3.6.2	**Compare and contrast various forms of government in the eras under study.**	I
7.C4	**Relationship of United States to Other Nations and World Affairs**	
7.C4.3	**Conflict and Cooperation Between and Among Nations**	
7 – C4.3.1	**Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.**	P
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	I
7E.2	**The National Economy**	
7E2.3	**Role of Government**	
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	P
7.E3	**The International Economy**	
7.E3.1	**Economic Interdependence**	
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	P
7.E3.3	**Economic Systems**	
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	P
7.P3, 7.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
7.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	

7.P4.2	Citizen Involvement	
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	
	New Standards:	**21**
	Review Standards:	**19**

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7th grade	Social Studies Content Expectations	Q4
7.H1	**The World in Temporal Terms: Historical Habits of Mind**	
7.H1.1	**Temporal Thinking**	
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	R
7.H1.2	**Historical Inquiry and Analysis**	
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	R
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	R
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	R
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	R
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	R
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	R
7.H1.4	**Historical Understanding**	
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	P
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	R
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	R
7.W1	**WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C**	
7.W1.1	**Peopling of Earth**	
7 – W1.1.1	**Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)**	
7 – W1.1.2	**Explain what archaeologists have learned about Paleolithic and Neolithic societies.**	
7.W1.2	**Agricultural Revolution**	
7 – W1.2.1	**Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).**	

7 – W1.2.2	**Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)**	
7 – W1.2.3	**Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)**	
7-W1.2.4	Compare and contrast the environmental, economic, and social institutions of two early civilizations (e.g.,Yangtse, Indus River Valley, Tigris/Euphrates, and Nile). (G, C, E)	
7.W2	**WHG Era 2 - Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E/B.C**	
7.W2.1	**Early Civilizations and Major Empires**	
7 – W2.1.1	**Describe the importance of the development of human language, oral and written, and its relationship to the development of culture** • **verbal vocalizations** • **standardization of physical (rock, bird) and abstract (love, fear) words** • **pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)**	
7 – W2.1.2	**Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns). (G)**	
7 – W2.1.3	**Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River). (G, C, E)**	
7 – W2.1.4	**Examine early civilizations to describe their common features (e.g., ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).**	
7 – W2.1.5	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	
7 – W2.1.6	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	
7.W3	**WHG Era 3 - Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.**	
7.W3.1	**Classical Traditions in Regions of the Eastern Hemisphere**	
7 – W3.1.1	**Describe the characteristics that classical civilizations share (e.g., institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).**	P
7 – W3.1.2	**Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires. (G)**	P
7– W3.1.3	**Compare and contrast the defining characteristics of a city-state, civilization, and empire. (C)**	P

7 – W3.1.4	**Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. (C)**	P
7 – W3.1.5	**Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations. (G)**	
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era. (G)	
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks). (G, E)	
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire). (C)	
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires (e.g., trade routes and their significance, supply and demand for products). (E)	P
7.W3.2	**Growth and Development of World Religions**	
7 – W3.2.1	Identify and describe the beliefs of the six major world religions.	P
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D. (G)	P
7.W4	**WHG Era 4 - Exanding and Intensified Hemispheric Interactions, 300 to 1500 C.E./A.D.**	
7.W4.1	**Cross-temporal or Global Expectations**	
7 – W4.1.1	Crisis in the Classical World -- Analyze the environmental, economic and political crisis in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. (C. G, E)	R
7 – W4.1.2	World Religions -- Using historical documents and historical and current maps, analyze the spread and interactions of major world religions from 300-1500 C.E. (G)	P
7 – W4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including • land-based routes across the Sahara, Eurasia and Europe • water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (G)	P
7.W4.2	**Interregional or Comparative Expectations**	

7 – W4.2.1	Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including: • The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society • diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi (G) • role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia • the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (G)	P
7 – W4.2.2	Unification of Eurasia under the Mongols -- Using historical records and historical and modern maps, analyze and evaluate the unification of Eurasia under the Mongols.	P
7 – W4.2.3	The Plague --Use historical and modern maps and other evidence to explain the causes and consequences of the Plague.	P
7.W4.3	**Regional Expectations**	
7 – W4.3.1	Africa to 1500-- Describe the diverse characteristics of early African societies by: • Comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai). • Using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology and language. (G)	P
7 – W4.3.2	The Americas to 1500 -- Describe the diverse characteristics of early civilizations in the Americas by comparing and contrasting American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.	P
7 – W4.3.3	China to 1500 -- Identify major Chinese dynasties and describe ways they responded to internal and external challenges by investigating the Tang and Sung Dynasties, Mongol rule, and restoration of Chinese rule under the Ming.	P
7 – W4.3.4	Western Europe to 1500 -- Explain the workings of feudalism, manorialism, and the growth of centralized monarchies and city-states in Europe including the role of the Roman Catholic Church, the growth of towns and cities, the Crusades, and the impact of the Renaissance.	P
7.G1	**The World in Spatial Terms: Geographical Habits of Mind (Foundational Expectations Addressed in Grade 6)**	
7.G1.2	**Geographical Inquiry and Analysis**	
7 – G1.2.1	Explain why maps of the same place may vary as a result of new knowledge and/or advances in science and technology.	P
7 – G4.4.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	P
7 – G4.4.2	Describe examples of cooperation and conflict within the era understudy	P
7.G6	**Global Topic Investigation and Analysis (P2)**	
7.G6.1	**Public Discourse, Decision Making, and Citizen Involvement (P3, P4)**	

7 – G6.1.1	Investigations Designed for World History Eras 1-4 – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.	P
7.C1	**Purposes of Government**	
7.C1.1	**Nature of Civic Life, Politics, and Government**	
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.	P
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study	P
7.C3	**Structure and Functions of Government**	
7.C3.6	**Characteristics of Nation-States**	
7 - C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.	P
7 – C3.6.2	**Compare and contrast various forms of government in the eras under study.**	P
7.C4	**Relationship of United States to Other Nations and World Affairs**	
7.C4.3	**Conflict and Cooperation Between and Among Nations**	
7 – C4.3.1	**Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.**	P
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	P
7E.2	**The National Economy**	
7E2.3	**Role of Government**	
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	P
7.E3	**The International Economy**	
7.E3.1	**Economic Interdependence**	
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	P
7.E3.3	**Economic Systems**	
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	P
7.P3, 7.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
7.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	P

7.P4.2	Citizen Involvement	
7 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	P
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	P
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	P
	New Standards:	**34**
	Review Standards:	**22**

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8th Grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
8.F	**Foundations in the United States History and Geography Eras 1 - 3**				
8.F.1	**Political and Intellectual Transformations**				
8.F1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)	P			
8.F1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)	P			
8.F1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed,	P			
8.U3	**USHG Era 3 - Revolution and the New Nation**				
8.U3.3	**Creating New Government(s) and a New Constitution**				
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)	P			
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	P			
8 – U3.3.3	**Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**	P			
8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (statefederal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	P			
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	P			
8 – U3.3.6	**Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)**	P			
8 – U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	P			

8.U4	**USHG Era 4 - Expansion and Reform (1792 - 1861)**				
8.U4.1	**Challenges to an Emerging Nation**				
8 – U4.1.1	**Washington's Farewell – Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)**	I	P		
8 – U4.1.2	**Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)**		P		
8 – U4.1.3	**Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.**	I	P		
8 – U4.1.4	**Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.**	I	P		
8.U4.2	**Regional and Economic Growth**				
8 – U4.2.1	**Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of** **• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)** **• industry, including entrepreneurial development of new industries, such as textiles (E1.1)** **• the labor force including labor incentives and changes in labor forces (E1.2)** **• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)** **• immigration and the growth of nativism** **• race relations** **• class relations** **8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.**		I	I	P
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.		I	P	P
8 – U4.2.3	**Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)**		I		P
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)		I		P
8.U4.3	**Reform Movements**				
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)		I	P	
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)		I	I	P

8 – U4.3.3	**Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)**		I	P	
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)		I	P	
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)		I	P	
8.U5	**USHG Era 5 - Civil War and Reconstruction (1850 - 1877)**				
8.U5.1	**The Coming of the Civil War**				
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)			P	
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)			P	
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)			P	
8 – U5.1.4	**Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (C2; C3)**			P	
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)			P	
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)			P	
8.U5.2	**The Civil War**				
8 – U5.2.1	**Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)**				P
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)			I	P
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)			I	P
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.				P
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)			I	P
8.U5.3	**Reconstruction**				
8 – U5.3.1	**Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.**			I	P

8 – U5.3.2	**Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**			I	P
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)			I	P
8 – U5.3.4	**Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.**			I	P
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.				P
8.U5.4	**Investigation Topic and Issue Analysis (P2)**				
8 – U5.4.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)				P
8.P3, 8.P4	**Public Discourse, Decision Making, and Citizen Involvement**				
8.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**				
8 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.				P
8.P4.2	**Citizen Involvement**				
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.				P
8 - P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.				P
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).				P
	New Standards:	**10**	**4**	**10**	**20**
	Review Standards:	**0**	**0**	**0**	**0**

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8th Grade	Social Studies Content Expectations	Q1
8.F	**Foundations in the United States History and Geography Eras 1 - 3**	
8.F.1	**Political and Intellectual Transformations**	
8.F1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)	P
8.F1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)	P
8.F1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed,	P
8.U3	**USHG Era 3 - Revolution and the New Nation**	
8.U3.3	**Creating New Government(s) and a New Constitution**	
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)	P
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	P
8 – U3.3.3	**Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**	P

8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (statefederal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	P
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	P
8 – U3.3.6	**Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)**	P
8 – U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	P
8.U4	**USHG Era 4 - Expansion and Reform (1792 - 1861)**	
8.U4.1	**Challenges to an Emerging Nation**	
8 – U4.1.1	**Washington's Farewell – Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)**	I
8 – U4.1.2	**Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)**	
8 – U4.1.3	**Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.**	I
8 – U4.1.4	**Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.**	I
8.U4.2	**Regional and Economic Growth**	

8 – U4.2.1	**Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of** **• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)** **• industry, including entrepreneurial development of new industries, such as textiles (E1.1)** **• the labor force including labor incentives and changes in labor forces (E1.2)** **• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)** **• immigration and the growth of nativism** **• race relations** **• class relations** **8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.**	
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	
8 – U4.2.3	**Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)**	
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)	
8.U4.3	**Reform Movements**	
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)	
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)	
8 – U4.3.3	**Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)**	
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	

8.U5	**USHG Era 5 - Civil War and Reconstruction (1850 - 1877)**	
8.U5.1	**The Coming of the Civil War**	
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)	
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)	
8 – U5.1.4	**Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (C2; C3)**	
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)	
8.U5.2	**The Civil War**	
8 – U5.2.1	**Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)**	
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)	
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)	
8.U5.3	**Reconstruction**	

8 – U5.3.1	**Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.**	
8 – U5.3.2	**Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**	
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)	
8 – U5.3.4	**Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.**	
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	
8.U5.4	**Investigation Topic and Issue Analysis (P2)**	
8 – U5.4.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)	
8.P3, 8.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
8.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
8 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	
8.P4.2	**Citizen Involvement**	
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
8 - P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	

	New Standards:	**10**
	Review Standards:	**0**

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8th Grade	**Social Studies Content Expectations**	**Q2**
8.F	**Foundations in the United States History and Geography Eras 1 - 3**	
8.F.1	**Political and Intellectual Transformations**	
8.F1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)	
8.F1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)	
8.F1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed,	
8.U3	**USHG Era 3 - Revolution and the New Nation**	
8.U3.3	**Creating New Government(s) and a New Constitution**	
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)	
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	
8 – U3.3.3	**Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**	

8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (statefederal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	
8 – U3.3.6	**Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)**	
8 – U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	
8.U4	**USHG Era 4 - Expansion and Reform (1792 - 1861)**	
8.U4.1	**Challenges to an Emerging Nation**	
8 – U4.1.1	**Washington's Farewell – Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)**	P
8 – U4.1.2	**Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)**	P
8 – U4.1.3	**Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.**	P
8 – U4.1.4	**Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.**	P
8.U4.2	**Regional and Economic Growth**	

8 – U4.2.1	**Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of** **• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)** **• industry, including entrepreneurial development of new industries, such as textiles (E1.1)** **• the labor force including labor incentives and changes in labor forces (E1.2)** **• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)** **• immigration and the growth of nativism** **• race relations** **• class relations** **8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.**	I
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	I
8 – U4.2.3	**Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)**	I
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)	I
8.U4.3	**Reform Movements**	
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)	I
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)	I
8 – U4.3.3	**Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)**	I
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	I
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	I

8.U5	**USHG Era 5 - Civil War and Reconstruction (1850 - 1877)**	
8.U5.1	**The Coming of the Civil War**	
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)	
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)	
8 – U5.1.4	**Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (C2; C3)**	
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)	
8.U5.2	**The Civil War**	
8 – U5.2.1	**Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)**	
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)	
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)	
8.U5.3	**Reconstruction**	

8 – U5.3.1	**Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.**	
8 – U5.3.2	**Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**	
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)	
8 – U5.3.4	**Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.**	
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	
8.U5.4	**Investigation Topic and Issue Analysis (P2)**	
8 – U5.4.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)	
8.P3, 8.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
8.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
8 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	
8.P4.2	**Citizen Involvement**	
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
8 - P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	

	New Standards:	**12**
	Review Standards:	**0**

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8th Grade	Social Studies Content Expectations	Q3
8.F	**Foundations in the United States History and Geography Eras 1 - 3**	
8.F.1	**Political and Intellectual Transformations**	
8.F1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)	
8.F1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)	
8.F1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed,	
8.U3	**USHG Era 3 - Revolution and the New Nation**	
8.U3.3	**Creating New Government(s) and a New Constitution**	
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)	
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	
8 – U3.3.3	**Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**	

8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (statefederal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	
8 – U3.3.6	**Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)**	
8 – U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	
8.U4	**USHG Era 4 - Expansion and Reform (1792 - 1861)**	
8.U4.1	**Challenges to an Emerging Nation**	
8 – U4.1.1	**Washington's Farewell – Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)**	
8 – U4.1.2	**Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)**	
8 – U4.1.3	**Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.**	
8 – U4.1.4	**Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.**	
8.U4.2	**Regional and Economic Growth**	

8 – U4.2.1	**Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of** **• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)** **• industry, including entrepreneurial development of new industries, such as textiles (E1.1)** **• the labor force including labor incentives and changes in labor forces (E1.2)** **• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)** **• immigration and the growth of nativism** **• race relations** **• class relations** **8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.**	I
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	P
8 – U4.2.3	**Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)**	
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)	
8.U4.3	**Reform Movements**	
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)	P
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)	I
8 – U4.3.3	**Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)**	P
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	P
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	P

8.U5	**USHG Era 5 - Civil War and Reconstruction (1850 - 1877)**	
8.U5.1	**The Coming of the Civil War**	
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	P
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)	P
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)	P
8 – U5.1.4	**Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (C2; C3)**	P
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	P
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)	P
8.U5.2	**The Civil War**	
8 – U5.2.1	**Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)**	
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)	I
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	I
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)	I
8.U5.3	**Reconstruction**	

8 – U5.3.1	**Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.**	I
8 – U5.3.2	**Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**	I
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)	I
8 – U5.3.4	**Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.**	I
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	
8.U5.4	**Investigation Topic and Issue Analysis (P2)**	
8 – U5.4.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)	
8.P3, 8.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
8.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
8 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	
8.P4.2	**Citizen Involvement**	
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	
8 - P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
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	New Standards:	**10**
	Review Standards:	**0**

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8th Grade	Social Studies Content Expectations	Q4
8.F	**Foundations in the United States History and Geography Eras 1 - 3**	
8.F.1	**Political and Intellectual Transformations**	
8.F1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)	
8.F1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)	
8.F1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed,	
8.U3	**USHG Era 3 - Revolution and the New Nation**	
8.U3.3	**Creating New Government(s) and a New Constitution**	
8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. (C2)	
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	
8 – U3.3.3	**Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**	

8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (statefederal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)	
8 – U3.3.6	**Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)**	
8 – U3.3.7	Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	
8.U4	**USHG Era 4 - Expansion and Reform (1792 - 1861)**	
8.U4.1	**Challenges to an Emerging Nation**	
8 – U4.1.1	**Washington's Farewell – Use Washington's Farewell Address to analyze Washington's perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)**	
8 – U4.1.2	**Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)**	
8 – U4.1.3	**Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.**	
8 – U4.1.4	**Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.**	
8.U4.2	**Regional and Economic Growth**	

8 – U4.2.1	**Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast, South, and Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography and climate and the development of** **• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)** **• industry, including entrepreneurial development of new industries, such as textiles (E1.1)** **• the labor force including labor incentives and changes in labor forces (E1.2)** **• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3)** **• immigration and the growth of nativism** **• race relations** **• class relations** **8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.**	P
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	P
8 – U4.2.3	**Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. (E2.1, G6)**	P
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2, G13)	P
8.U4.3	**Reform Movements**	
8 – U4.3.1	Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)	
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. (C2, G6)	P
8 – U4.3.3	**Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)**	
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	

8.U5	**USHG Era 5 - Civil War and Reconstruction (1850 - 1877)**	
8.U5.1	**The Coming of the Civil War**	
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (G12)	
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. (C3)	
8 – U5.1.4	**Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (C2; C3)**	
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2, G13)	
8.U5.2	**The Civil War**	
8 – U5.2.1	**Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2, G6)**	P
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4, G15)	P
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)	P
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	P
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)	P
8.U5.3	**Reconstruction**	

8 – U5.3.1	**Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.**	P
8 – U5.3.2	**Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**	P
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5, G10)	P
8 – U5.3.4	**Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.**	P
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	P
8.U5.4	**Investigation Topic and Issue Analysis (P2)**	
8 – U5.4.1	United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action. (G9, 10)	P
8.P3, 8.P4	**Public Discourse, Decision Making, and Citizen Involvement**	
8.P3.1	**Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**	
8 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. • Identify public policy issues related to global topics and issues studied. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.	P
8.P4.2	**Citizen Involvement**	
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	P
8 - P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	P
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	P

	New Standards:	**20**
	Review Standards:	**0**

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High School	Civics (C)	Q1	Q2	Q3	Q4
C-1	**CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE**				
C 1.1	**Nature of Civic Life, Politics, and Government** - *Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*				
C 1.1.1	**Identify roles citizens play in civic and private life, with emphasis on leadership.**	P			
C 1.1.2	**Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."**	P			
C 1.1.3	**Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)**	P			
C 1.1.4	**Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)**	P			
C 1.2	**Alternative Forms of Government** - *Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*				
C 1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	P			
C 1.2.2	Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	P			
C 1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	P			
C 1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	P			
C-2	**ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA**				
C 2.1	**Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)** - *Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?*				
C 2.1.1	**Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.**	P			

C 2.1.2	**Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.**	P			
C 2.1.3	**Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.**	P			
C 2.1.4	**Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.**	P			
C 2.2	**Foundational Values and Constitutional Principles of American Government** - *Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?*				
C 2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	P			
C 2.2.2	Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	P			
C 2.2.3	Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	P			
C 2.2.4	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2	P			
C 2.2.5	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See USHG 8.2.4	P			
C 3	**STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA**				
C 3.1	**Structure, Functions, and Enumerated Powers of National Government** - *Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*				
C 3.1.1	**Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.**	P			
C 3.1.2	**Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.**	P			
C 3.1.3	**Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.**	P			
C 3.1.4	**Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)**	P			
C 3.1.5	**Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).**	P			

C 3.1.6	**Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens**	P			
C 3.1.7	**Explain why the federal government is one of enumerated powers while state governments are those of reserved powers**	P			
C 3.2	**Powers and Limits on Powers** - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*				
C 3.2.1	**Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.**	P			
C 3.2.2	**Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).**	P			
C 3.2.3	**Identify specifi c provisions in the Constitution that limit the power of the federal government.**	P			
C 3.2.4	**Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)**	P			
C 3.2.5	**Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)**	P			
C 3.3	**Structure and Functions of State and Local Governments** - *Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*				
C 3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).	P			
C 3.3.2	Identify and define states' reserved and concurrent powers.	P			
C 3.3.3	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment	P			
C 3.3.4	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	P			
C 3.3.5	Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).	P			
C 3.3.6	Evaluate the major sources of revenue for state and local governments.	P			
C 3.3.7	Explain the role of state constitutions in state governments.	P			
C 3.4	**System of Law and Laws** - *Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*				
C 3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4	P			
C 3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)	P			
C 3.4.3	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	P			

C 3.4.4	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).	P			
C 3.4.5	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	P			
C 3.5	**Other Actors in the Policy Process -** *Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*				
C 3.5.1	**Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda.**	P			
C 3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	P			
C 3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	P			
C 3.5.4	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	P			
C 3.5.5	Evaluate the actual infl uence of public opinion on public policy.	P			
C 3.5.6	Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	P			
C 3.5.7	**Explain the role of television, radio, the press, and the internet in political communication.**	P			
C 3.5.8	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	P			
C 3.5.9	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.	P			
C 4	**THE UNITED STATES OF AMERICA AND WORLD AFFAIRS**				
C 4.1	**Formation and Implementation of U.S. Foreign Policy -** *Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?*				
C 4.1.1	**Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).**		P		
C 4.1.2	**Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.**		P		
C 4.1.3	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).		P		
C 4.1.4	Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3;8.1.2)		P		
C 4.2	**U.S. Role in International Institutions and Affairs -** *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*				

C 4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)		P		
C 4.2.2	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)		P		
C 4.2.3	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)		P		
C 4.2.4	**Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).**		P		
C 4.2.5	**Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).**		P		
C 4.2.6	**Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).**		P		
C 5	**CITIZENSHIP IN THE UNITED STATES OF AMERICA**				
C 5.1	**The Meaning of Citizenship in the United States of America -** *Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*				
C 5.1.1	**Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).**		P		
C 5.1.2	**Compare the rights of citizenship Americans have as a member of a state and the nation.**		P		
C 5.2	**Becoming a Citizen -** *Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*				
C 5.2.1	**Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.**		P		
C 5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.		P		
C 5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).		P		
C 5.3	**Rights of Citizenship -** *Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*				
C 5.3.1	**Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).**		P		
C 5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).		P		
C 5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).		P		

C 5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.		P		
C 5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.		P		
C 5.3.6	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.		P		
C 5.3.7	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.		P		
C 5.3.8	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.		P		
C 5.3.9	Use examples to explain why rights are not unlimited and absolute.		P		
C 5.4	**Responsibilities of Citizenship** - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*				
C 5.4.1	**Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.**		P		
C 5.4.2	Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?		P		
C 5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.		P		
C 5.5	**Dispositions of Citizenship** - *Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*				
C 5.5.1	**Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)**		P		
C 5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).		P		
C 5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy		P		
C 6	**CITIZENSHIP IN ACTION**				
C 6.1	**Civic Inquiry and Public Discourse** - *Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*				
C 6.1.1	**Identify and research various viewpoints on signifi cant public policy issues.**		P		

C 6.1.2	**Locate, analyze, and use various forms of evidence, information, and sources about a signifi cant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).**		P		
C 6.1.3	**Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.**		P		
C 6.1.4	**Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.**		P		
C 6.1.5	**Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.**		P		
C 6.2	**Participating in Civic Life** - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*				
C 6.2.1	**Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfi lled by working to achieve collective goals).**		P		
C 6.2.2	Distinguish between and evaluate the importance of political participation and social participation.		P		
C 6.2.3	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public offi cials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.		P		
C 6.2.4	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.		P		
C 6.2.5	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.		P		
C 6.2.6	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.		P		
C 6.2.7	Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.		P		
C 6.2.8	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.		P		
C 6.2.9	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry		P		
C 6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.		P		
C 6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.		P		
	New Standards:	**50**	**46**	**0**	**0**
	Review Standards:	**0**	**0**	**0**	**0**

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2019-20 Quarterly Pacing Guide

Civics (C)
CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE
Nature of Civic Life, Politics, and Government - *Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*
Identify roles citizens play in civic and private life, with emphasis on leadership.
Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."
Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
Alternative Forms of Government - *Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*
Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)
ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA
Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) - *Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American*
Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and
Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
Foundational Values and Constitutional Principles of American Government - *Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped*
Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and
Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2
Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See
STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA
Structure, Functions, and Enumerated Powers of National Government - *Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*
Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens

Explain why the federal government is one of enumerated powers while state governments are those of reserved powers
Powers and Limits on Powers - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*
Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).
Identify specifi c provisions in the Constitution that limit the power of the federal government.
Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
Structure and Functions of State and Local Governments - *Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*
Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
Identify and define states' reserved and concurrent powers.
Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment
Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).
Evaluate the major sources of revenue for state and local governments.
Explain the role of state constitutions in state governments.
System of Law and Laws - *Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*
Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4
Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
Other Actors in the Policy Process - *Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*
Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda
Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG
Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy
Evaluate the actual infl uence of public opinion on public policy.
Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
Explain the role of television, radio, the press, and the internet in political communication.
Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or
THE UNITED STATES OF AMERICA AND WORLD AFFAIRS
Formation and Implementation of U.S. Foreign Policy - *Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional*
Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).
Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention,
Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1;
U.S. Role in International Institutions and Affairs - *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*
Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)

Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)
Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto
Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).
CITIZENSHIP IN THE UNITED STATES OF AMERICA
The Meaning of Citizenship in the United States of America - *Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*
Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
Compare the rights of citizenship Americans have as a member of a state and the nation.
Becoming a Citizen - *Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*
Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
Rights of Citizenship - *Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*
Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).
Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.

Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
Use examples to explain why rights are not unlimited and absolute.
Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*
Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are
Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.
Dispositions of Citizenship - *Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*
Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)
Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).
Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American
CITIZENSHIP IN ACTION
Civic Inquiry and Public Discourse - *Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*
Identify and research various viewpoints on signifi cant public policy issues.
Locate, analyze, and use various forms of evidence, information, and sources about a signifi cant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.
Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.
Participating in Civic Life - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*
Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfi lled by working to achieve collective goals).
Distinguish between and evaluate the importance of political participation and social participation.
Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public offi cials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these
Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.
Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.
Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry
Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.
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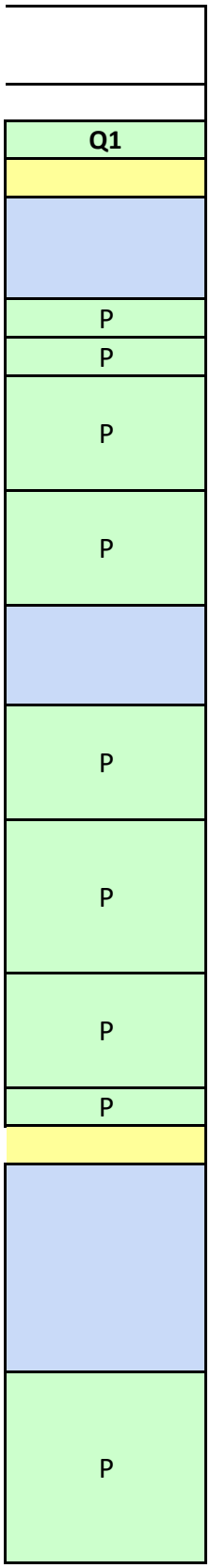
Review Standards: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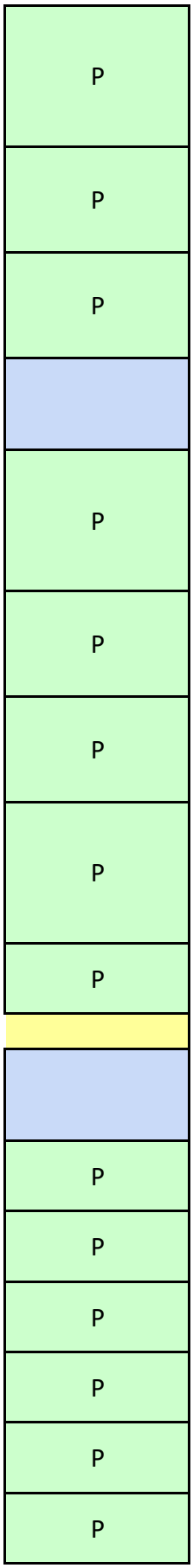
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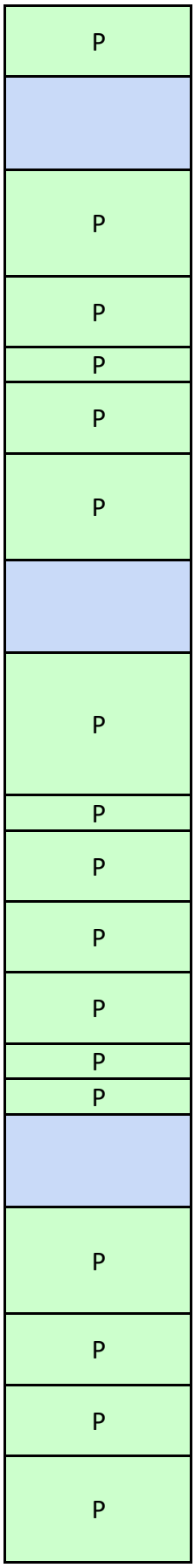
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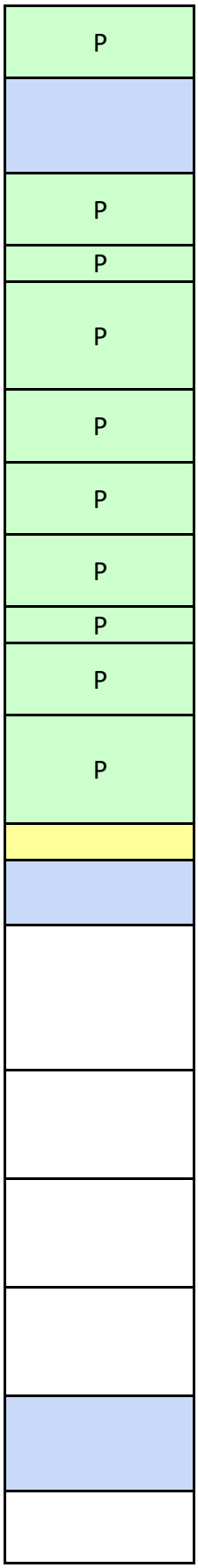
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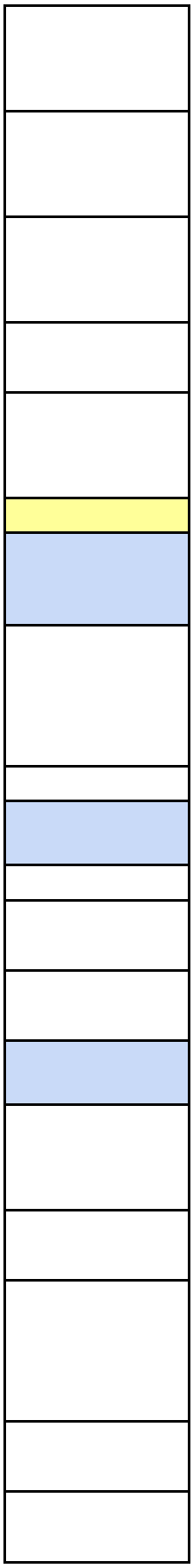

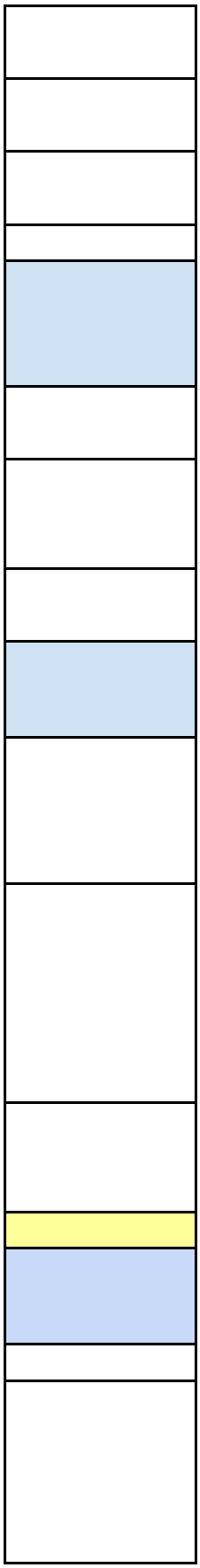

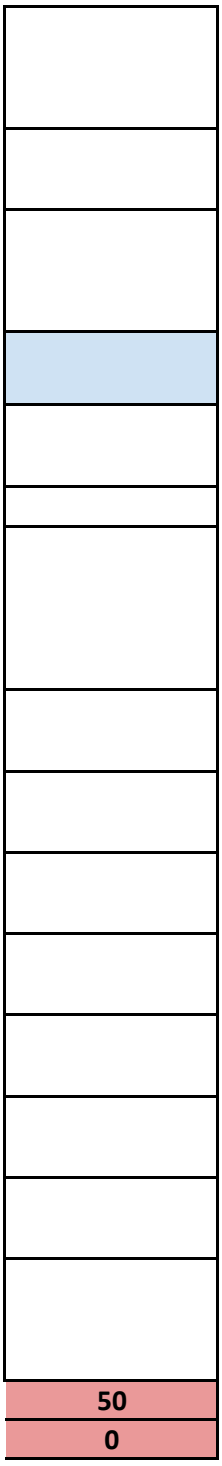
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2019-20 Quartely Pacing Guide

Civics (C)
CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE
Nature of Civic Life, Politics, and Government - *Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*
Identify roles citizens play in civic and private life, with emphasis on leadership.
Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."
Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
Alternative Forms of Government - *Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*
Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)
ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA
Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) - *Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American*
Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and
Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
Foundational Values and Constitutional Principles of American Government - *Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped*
Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and
Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2
Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See
STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA
Structure, Functions, and Enumerated Powers of National Government - *Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*
Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens

Explain why the federal government is one of enumerated powers while state governments are those of reserved powers
Powers and Limits on Powers - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*
Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).
Identify specifi c provisions in the Constitution that limit the power of the federal government.
Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
Structure and Functions of State and Local Governments - *Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*
Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
Identify and define states' reserved and concurrent powers.
Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment
Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).
Evaluate the major sources of revenue for state and local governments.
Explain the role of state constitutions in state governments.
System of Law and Laws - *Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*
Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4
Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
Other Actors in the Policy Process - *Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*
Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda
Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG
Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy
Evaluate the actual infl uence of public opinion on public policy.
Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
Explain the role of television, radio, the press, and the internet in political communication.
Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or
THE UNITED STATES OF AMERICA AND WORLD AFFAIRS
Formation and Implementation of U.S. Foreign Policy - *Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional*
Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).
Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention,
Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1;
U.S. Role in International Institutions and Affairs - *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*
Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)

Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)
Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto
Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).
CITIZENSHIP IN THE UNITED STATES OF AMERICA
The Meaning of Citizenship in the United States of America - *Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*
Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
Compare the rights of citizenship Americans have as a member of a state and the nation.
Becoming a Citizen - *Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*
Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
Rights of Citizenship - *Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*
Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).
Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.

Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
Use examples to explain why rights are not unlimited and absolute.
Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*
Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are
Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.
Dispositions of Citizenship - *Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*
Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)
Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).
Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American
CITIZENSHIP IN ACTION
Civic Inquiry and Public Discourse - *Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*
Identify and research various viewpoints on signifi cant public policy issues.
Locate, analyze, and use various forms of evidence, information, and sources about a signifi cant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.
Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.
Participating in Civic Life - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*
Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfi lled by working to achieve collective goals).
Distinguish between and evaluate the importance of political participation and social participation.
Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public offi cials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these
Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.
Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.
Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry
Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.
New Standards:
Review Standards:

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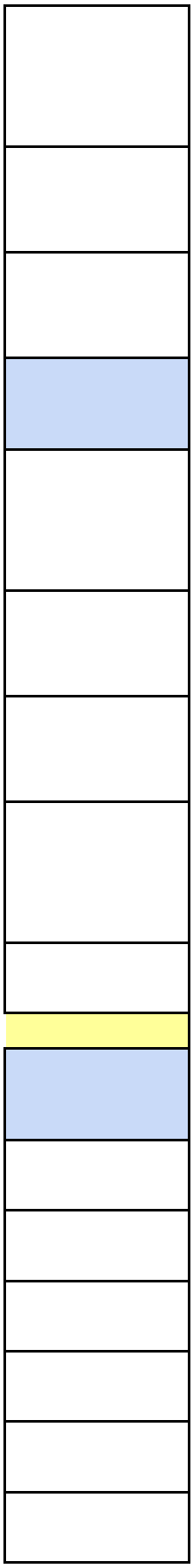

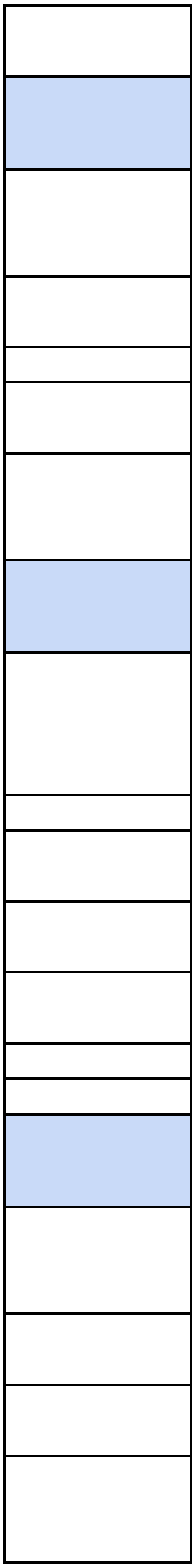

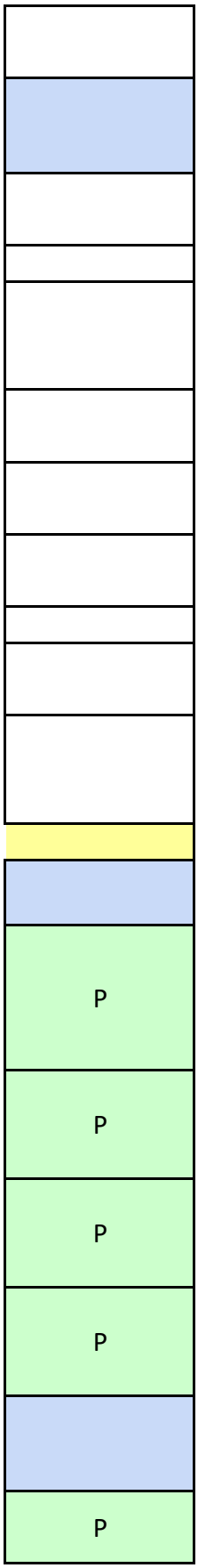
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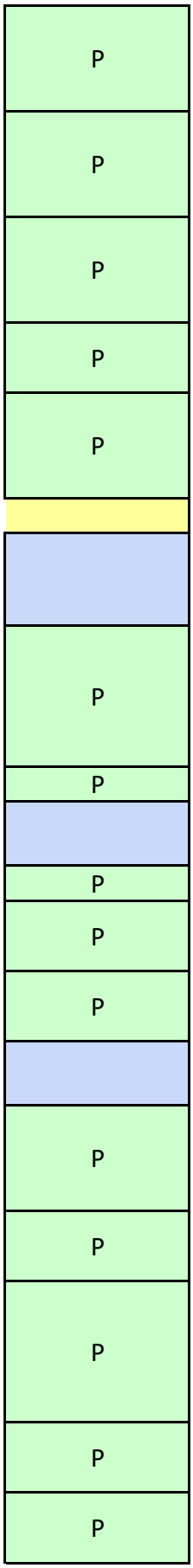
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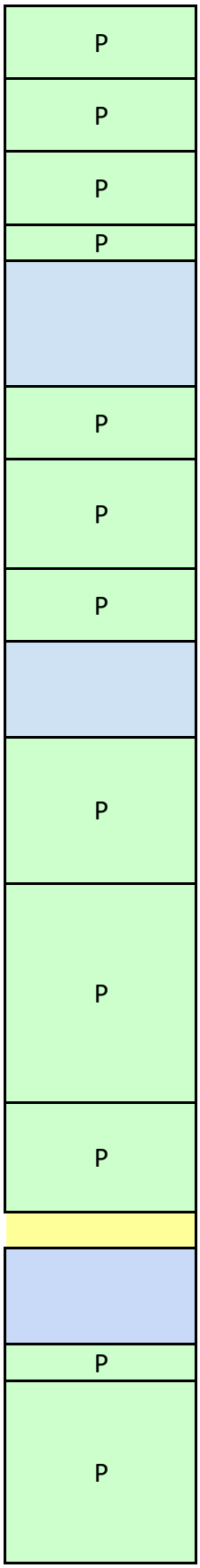
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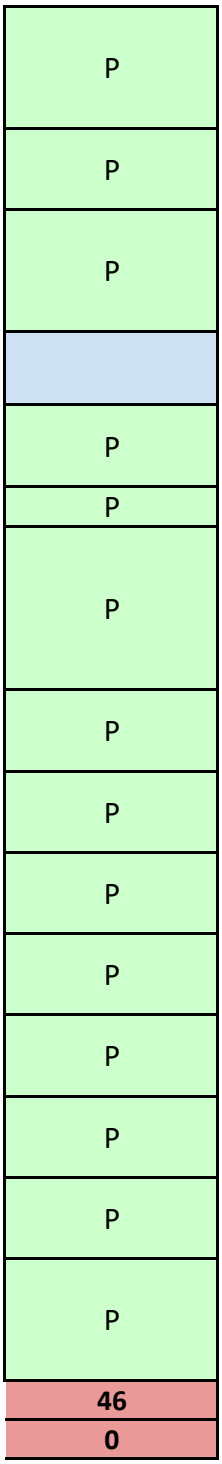
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2019-20 Quarterly Pacing Guide

Civics (C)
CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE
Nature of Civic Life, Politics, and Government - *Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*
Identify roles citizens play in civic and private life, with emphasis on leadership.
Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."
Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
Alternative Forms of Government - *Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*
Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)
ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA
Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) - *Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American*
Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and
Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
Foundational Values and Constitutional Principles of American Government - *Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped*
Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and
Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2
Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See
STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA
Structure, Functions, and Enumerated Powers of National Government - *Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*
Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens

Explain why the federal government is one of enumerated powers while state governments are those of reserved powers
Powers and Limits on Powers - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*
Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).
Identify specifi c provisions in the Constitution that limit the power of the federal government.
Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
Structure and Functions of State and Local Governments - *Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*
Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
Identify and define states' reserved and concurrent powers.
Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment
Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).
Evaluate the major sources of revenue for state and local governments.
Explain the role of state constitutions in state governments.
System of Law and Laws - *Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*
Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4
Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
Other Actors in the Policy Process - *Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*
Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda
Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG
Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy
Evaluate the actual infl uence of public opinion on public policy.
Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
Explain the role of television, radio, the press, and the internet in political communication.
Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or
THE UNITED STATES OF AMERICA AND WORLD AFFAIRS
Formation and Implementation of U.S. Foreign Policy - *Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional*
Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).
Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention,
Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1;
U.S. Role in International Institutions and Affairs - *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*
Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)

Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)
Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto
Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).
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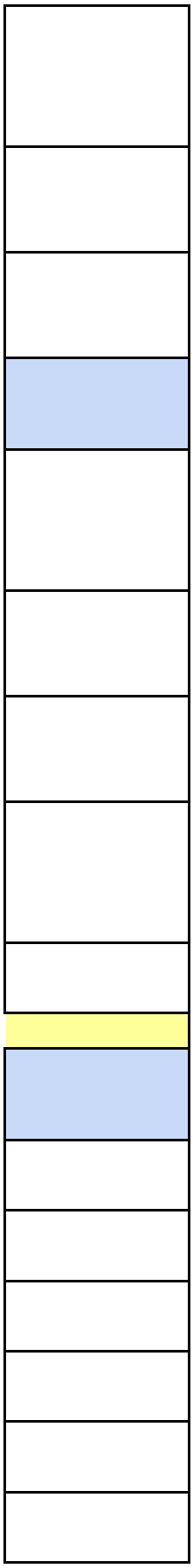
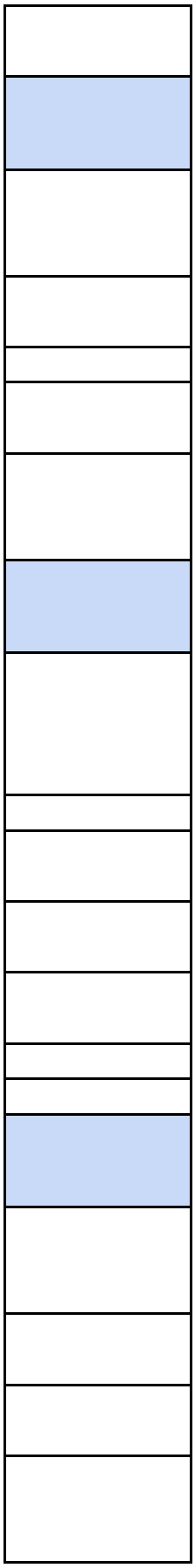
Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).
Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.

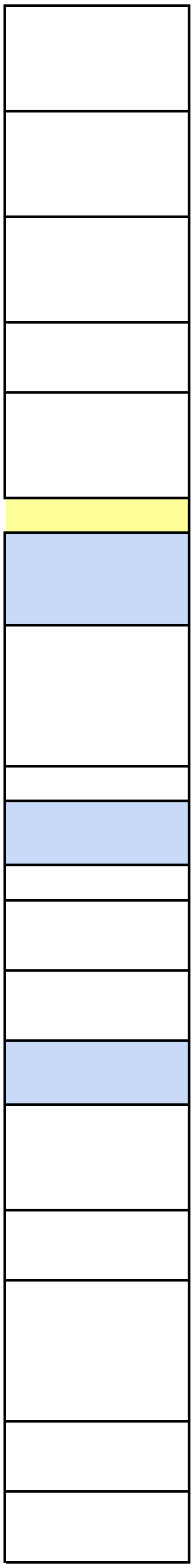
Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
Use examples to explain why rights are not unlimited and absolute.
Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*
Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are
Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.
Dispositions of Citizenship - *Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?*
Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)
Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).
Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American
CITIZENSHIP IN ACTION
Civic Inquiry and Public Discourse - *Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?*
Identify and research various viewpoints on signifi cant public policy issues.
Locate, analyze, and use various forms of evidence, information, and sources about a signifi cant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

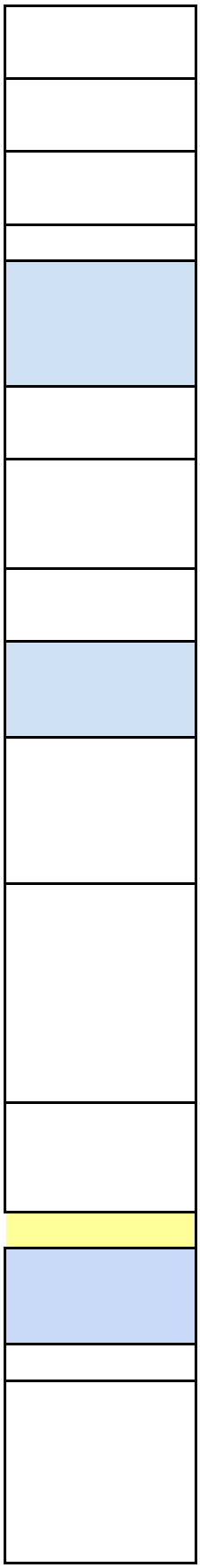
Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.
Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.
Participating in Civic Life - *Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?*
Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfi lled by working to achieve collective goals).
Distinguish between and evaluate the importance of political participation and social participation.
Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public offi cials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these
Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.
Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.
Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry
Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.
Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.
New Standards:
Review Standards:

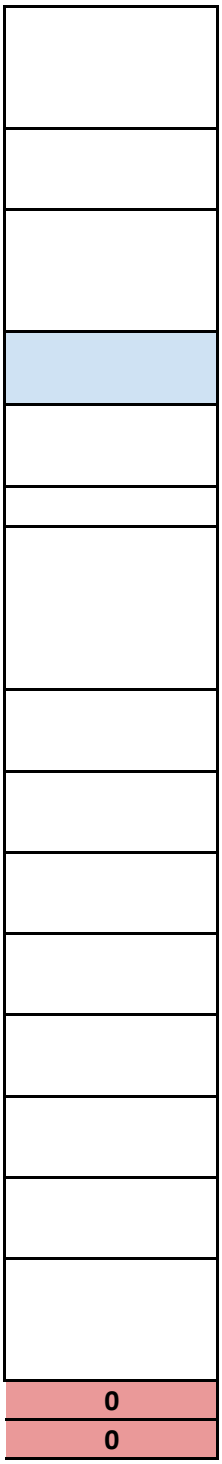
Q3







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2019-20 Quarterly Pacing Guide

Civics (C)
CONCEPTUAL FOUNDATIONS OF CIVIC AND POLITICAL LIFE
Nature of Civic Life, Politics, and Government - *Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?*
Identify roles citizens play in civic and private life, with emphasis on leadership.
Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."
Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve confl icts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)
Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)
Alternative Forms of Government - *Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?*
Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.
Explain the purposes and uses of constitutions in defi ning and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)
Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)
Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)
ORIGINS AND FOUNDATIONS OF GOVERNMENT OF THE UNITED STATES OF AMERICA
Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.) - *Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American*
Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayfl ower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

Explain the signifi cance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery, and the promise for a bill of rights after ratification.
Explain how the Declaration of Independence, Constitution and Bill of Rights refl ected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and
Explain challenges and modifi cations to American constitutional government as a result of signifi cant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
Foundational Values and Constitutional Principles of American Government - *Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped*
Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their refl ection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and
Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)
Use past and present policies to analyze confl icts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)
Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2
Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specifi c situations. (See
STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA
Structure, Functions, and Enumerated Powers of National Government - *Describe how the national government is organized and what it does through the investigation of such questions as: What is the structure of the national government? What are the functions of the national government? What are its enumerated powers?*
Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.
Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.
Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.
Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)
Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).
Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens

Explain why the federal government is one of enumerated powers while state governments are those of reserved powers
Powers and Limits on Powers - *Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?*
Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.
Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).
Identify specifi c provisions in the Constitution that limit the power of the federal government.
Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)
Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)
Structure and Functions of State and Local Governments - *Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?*
Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).
Identify and define states' reserved and concurrent powers.
Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment
Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.
Describe the mechanisms by which citizens monitor and infl uence state and local governments (e.g., referendum, initiative, recall).
Evaluate the major sources of revenue for state and local governments.
Explain the role of state constitutions in state governments.
System of Law and Laws - *Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? What is the importance of law in the American political system?*
Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4
Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)
Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).
Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).

Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.
Other Actors in the Policy Process - *Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?*
Explain how political parties, interest groups, the media, and individuals can infl uence and determine the public agenda
Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG
Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy
Evaluate the actual infl uence of public opinion on public policy.
Explain the signifi cance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
Explain the role of television, radio, the press, and the internet in political communication.
Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or
THE UNITED STATES OF AMERICA AND WORLD AFFAIRS
Formation and Implementation of U.S. Foreign Policy - *Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional*
Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., SpanishAmerican War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).
Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention,
Using at least two historical examples, explain reasons for, and consequences of, confl icts that arise when international disputes cannot be resolved peacefully. (See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1;
U.S. Role in International Institutions and Affairs - *Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?*
Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)

Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and fi lm). (See USHG 6.1.4; 8.2.1)
Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)
Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto
Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles expressed in the Declaration of Independence and the Constitution).
CITIZENSHIP IN THE UNITED STATES OF AMERICA
The Meaning of Citizenship in the United States of America - *Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?*
Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).
Compare the rights of citizenship Americans have as a member of a state and the nation.
Becoming a Citizen - *Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?*
Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.
Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.
Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).
Rights of Citizenship - *Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?*
Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).
Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public offi ce).
Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).
Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.
Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.

Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.
Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.
Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.
Use examples to explain why rights are not unlimited and absolute.
Responsibilities of Citizenship - *Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?*
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Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American
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Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.
Participate in a service-learning project, refl ect upon experiences, and evaluate the value of the experience to the American ideal of participation.
Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
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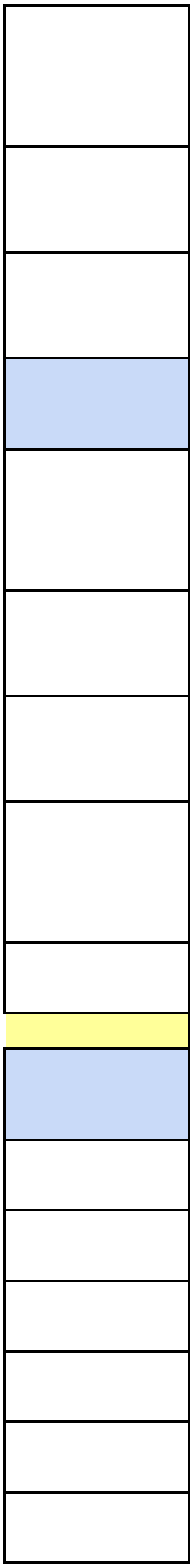

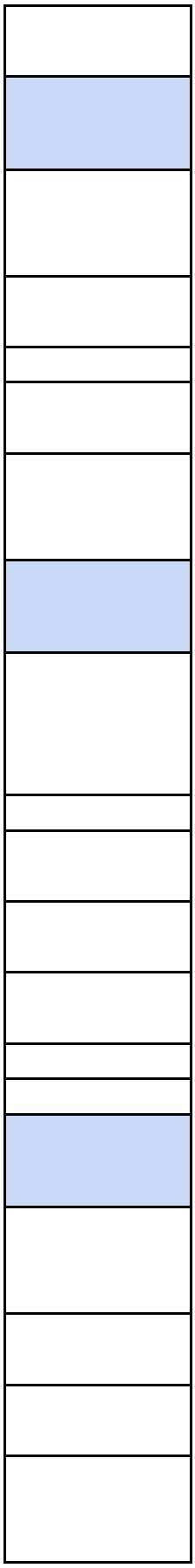

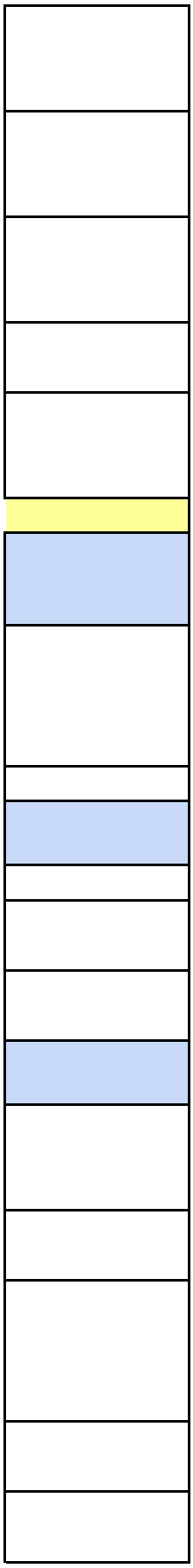

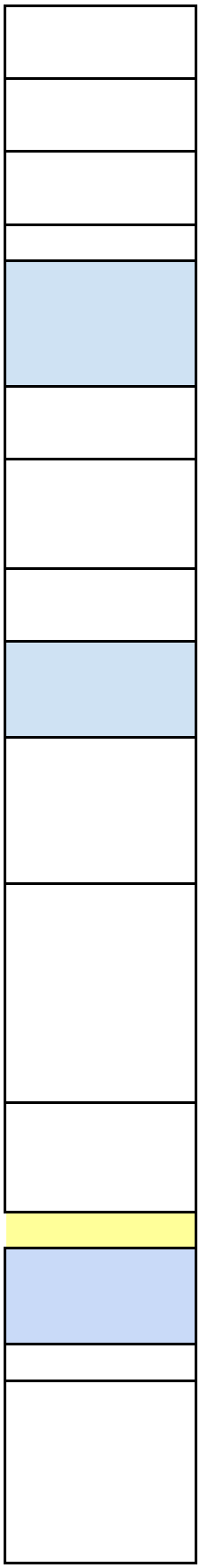

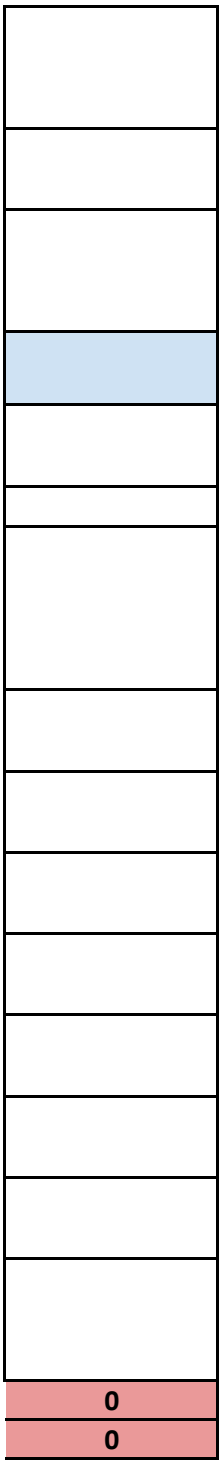
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2019-20 Quarterly Pacing Guide

HS	Earth & Space	Q1	Q2	Q3	Q4
SCI.HS	Science				
SCI.HS.FI	Forces and Interactions				
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration				
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system				
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision				
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects				
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current				
SCI.HS.WER	Waves and Electromagnetic Radiation				
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media				
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information				
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other				
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter				
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy				
SCI.HS.SS	Space Systems				
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	P			
SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	P			
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	P			
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	P			
SCI.HS.HE	History of Earth				
SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks		P		

SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history		P		
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features		P		
SCI.HS.ES	Earth's Systems				
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems		P		
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection		P		
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes			P	
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere			P	
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth			P	
SCI.HS.WC	Weather and Climate				
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate			P	
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems				P
SCI.HS.HSA	Human Sustainability				
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity			P	
SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios				P
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity				P
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems				P
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity				P
SCI.HS.ED	Engineering Design				
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants				
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering				P

SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts				
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem				
	New Standards:	**4**	**5**	**5**	**6**
	Review Standards:	**0**	**0**	**0**	**0**

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HS	Earth & Space	Q4
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SS	Space Systems	
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	

SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	
SCI.HS.HE	History of Earth	
SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	
SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features	
SCI.HS.ES	Earth's Systems	
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection	
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere	
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	
SCI.HS.WC	Weather and Climate	
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate	
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems	P
SCI.HS.HSA	Human Sustainability	
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity	

SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	P
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity	P
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems	P
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity	P
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**5**
	Review Standards:	**0**

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HS	Earth & Space	Q2
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SS	Space Systems	
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	

SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	
SCI.HS.HE	History of Earth	
SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	P
SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	P
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features	P
SCI.HS.ES	Earth's Systems	
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	P
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection	P
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere	
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	
SCI.HS.WC	Weather and Climate	
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate	
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems	
SCI.HS.HSA	Human Sustainability	
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity	

SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity	
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems	
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**5**
	Review Standards:	**0**

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HS	Earth & Space	Q3
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
SCI.HS.PS2.3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision	
SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
SCI.HS.PS4.4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter	
SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SS	Space Systems	
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	

SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	
SCI.HS.HE	History of Earth	
SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	
SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features	
SCI.HS.ES	Earth's Systems	
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection	
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	P
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere	P
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	P
SCI.HS.WC	Weather and Climate	
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate	P
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems	
SCI.HS.HSA	Human Sustainability	
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity	P

SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity	
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems	
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**5**
	Review Standards:	**0**

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HS	Earth & Space	Q1
SCI.HS	Science	
SCI.HS.FI	Forces and Interactions	
SCI.HS.PS2.1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	
SCI.HS.PS2.2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system	
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SCI.HS.PS2.4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects	
SCI.HS.PS2.5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current	
SCI.HS.WER	Waves and Electromagnetic Radiation	
SCI.HS.PS4.1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media	
SCI.HS.PS4.2	Evaluate questions about the advantages of using a digital transmission and storage of information	
SCI.HS.PS4.3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other	
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SCI.HS.PS4.5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy	
SCI.HS.SS	Space Systems	
SCI.HS.ESS1.1	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation	P

SCI.HS.ESS1.2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe	P
SCI.HS.ESS1.3	Communicate scientific ideas about the way stars, over their life cycle, produce elements	P
SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	P
SCI.HS.HE	History of Earth	
SCI.HS.ESS1.5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks	
SCI.HS.ESS1.6	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history	
SCI.HS.ESS2.1	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features	
SCI.HS.ES	Earth's Systems	
SCI.HS.ESS2.2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems	
SCI.HS.ESS2.3	Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection	
SCI.HS.ESS2.5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes	
SCI.HS.ESS2.6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere	
SCI.HS.ESS2.7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth	
SCI.HS.WC	Weather and Climate	
SCI.HS.ESS2.4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate	
SCI.HS.ESS3.5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems	
SCI.HS.HSA	Human Sustainability	
SCI.HS.ESS3.1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity	

SCI.HS.ESS3.2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	
SCI.HS.ESS3.3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity	
SCI.HS.ESS3.4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems	
SCI.HS.ESS3.6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity	
SCI.HS.ED	Engineering Design	
SCI.HS.ETS1.1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants	
SCI.HS.ETS1.2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering	
SCI.HS.ETS1.3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts	
SCI.HS.ETS1.4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem	
	New Standards:	**4**
	Review Standards:	**0**

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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
USHG-F	Foundational Issues in USHG – ERAS 1 – 5				
USHG-F1	Political and Intellectual Transformations of America to 1877				
USHG-F1.1	Identify the core ideals of American society as refl ected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals Declaration of Independence; the U.S. Constitution (including the Preamble); Bill of Rights; the Gettysburg Address; 13th, 14th, and 15th Amendments.	P			
USHG-F1.2	Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing the birth of republican government, including the rule of law, inalienable rights, equality, and limited government; the development of governmental roles in American life; and competing views of the responsibilities of governments (federal, state, and local); changes in suffrage qualifications; the development of political parties; America's political and economic role in the world (National Geography Standard 13, p. 210)	P			
USHG-F2	Geographic, Economic, Social, and Demographic Trends in America (to 1898)				
USHG-F2.1	Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War	P			
USH6	USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -1930)				
USH6.1	Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)				
USH6.1.1	Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.	P			

USH6.1.2	Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).	P			
USH6.1.3	Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).	P			
USH6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)	P			
USH6.1.5	A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.	P			
USH6.2	**Becoming a World Power**				
USH6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)	I	P		
USH6.2.2	**WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.**	I	P		
USH6.2.3	Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.	I	P		
USH6.2.4	**Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)**	I	P		
USH6.3	**Progressivism and Reform**				
USH6.3.1	Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	I	P		

USH6.3.2	**Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).**	I	P		
USH6.3.3	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.	I	P		
USH7	**USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)**				
USH7.1	**Growing Crisis of Industrial Capitalism and Responses**				
USH7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).			P	
USH7.1.2	**Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).**			P	
USH7.1.3	**The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)**			P	
USH7.2	**World War II**				
USH7.2.1	**Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).**			P	

USH7.2.2	U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).			P	
USH7.2.3	Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).			P	
USH7.2.4	Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)			P	
USH8	**USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)**				
USH8.1	**Cold War and the United States**				
USH8.1.1	Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).			P	
USH8.1.2	Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).			P	
USH8.1.3	End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.			P	
USH8.2	**Domestic Changes and Policies**				
USH8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)				P

USH8.2.2	**Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).**				P
USH8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson' Great Society programs, and Reagan's market-based domestic policies. (National Geography Standard 14, p. 212)				P
USH8.2.4	**Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)**				P
USH8.3	**Civil Rights in the Post WWII Era**				
USH8.3.1	**Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).**				P
USH8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.				P
USH8.3.3	Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)				P
USH8.3.4	**Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)**				P
USH8.3.5	Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at lease one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard 12, p. 208)				P
USH9	**USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE**				
USH9.1	**Impact of Globalization on the United States**				

USH9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)				P
USH9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).				P
USH9.2	**Changes in America's Role in the World**				
USH9.2.1	**U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)**				P
USH9.2.2	**9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)**				P
USH9.3	**Policy Debates**				
USH9.3.1	Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)				P
	New Standards:	**8**	**7**	**10**	**14**
	Review Standards:	**0**	**0**	**0**	**0**

High School
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USHG-F1
USHG-F1.1
USHG-F1.2
USHG-F2
USHG-F2.1
USH6
USH6.1
USH6.1.1

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THE LEONA GROUP

2019-20 Quarterly Pacing Guide

United States History and Geography (USH) HSCEs
Foundational Issues in USHG – ERAS 1 – 5
Political and Intellectual Transformations of America to 1877
Identify the core ideals of American society as refl ected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals Declaration of Independence; the U.S. Constitution (including the Preamble); Bill of Rights; the Gettysburg Address; 13th, 14th, and 15th Amendments
Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing the birth of republican government, including the rule of law, inalienable rights, equality, and limited government; the development of governmental roles in American life; and competing views of the responsibilities of governments (federal, state, and local); changes in suffrage qualifications; the development of political parties; America's political and economic role in the world (National Geography Standard 13, p. 210)
Geographic, Economic, Social, and Demographic Trends in America (to 1898)
Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -
Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.

Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).
Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).
Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)
A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.
Becoming a World Power
Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)
WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.
Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)
Progressivism and Reform
Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).
Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)
Growing Crisis of Industrial Capitalism and Responses
"Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).
Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).
The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)
World War II
region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).

U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).
Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).
Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)
USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945-1989)
Cold War and the United States
Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).
policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).
End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.
Domestic Changes and Policies
Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)

the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).
Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson' Great Society programs, and Reagan's market-based domestic policies. (National Geography Standard 14, p. 212)
Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)
Civil Rights in the Post WWII Era
Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).
Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)
Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)
Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at lease one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard
USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE
Impact of Globalization on the United States

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)
and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).
Changes in America's Role in the World
U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p.
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)
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Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)
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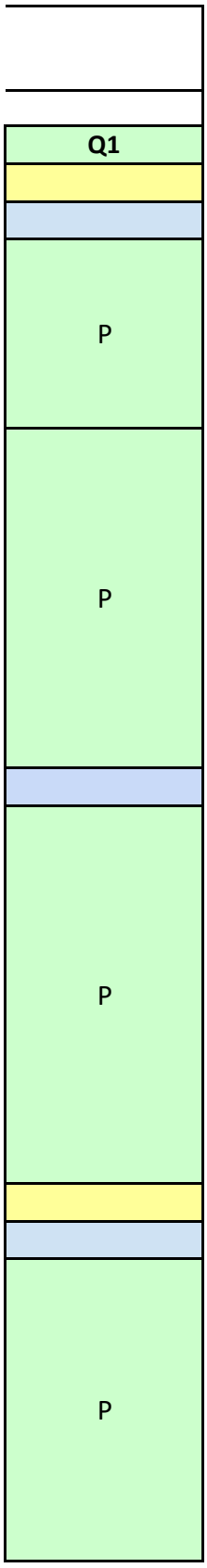
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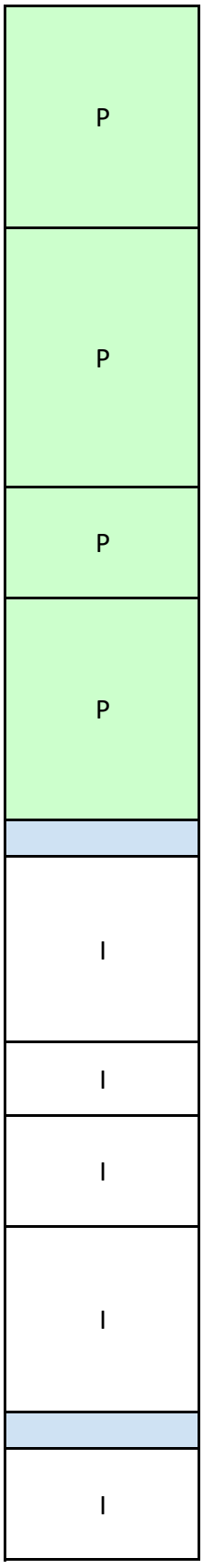
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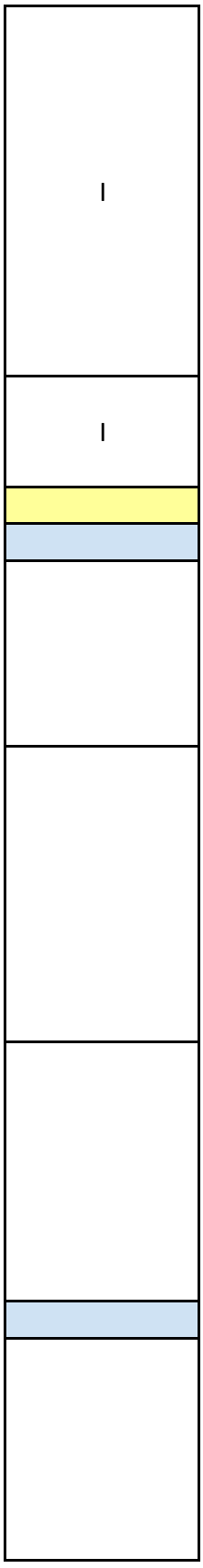

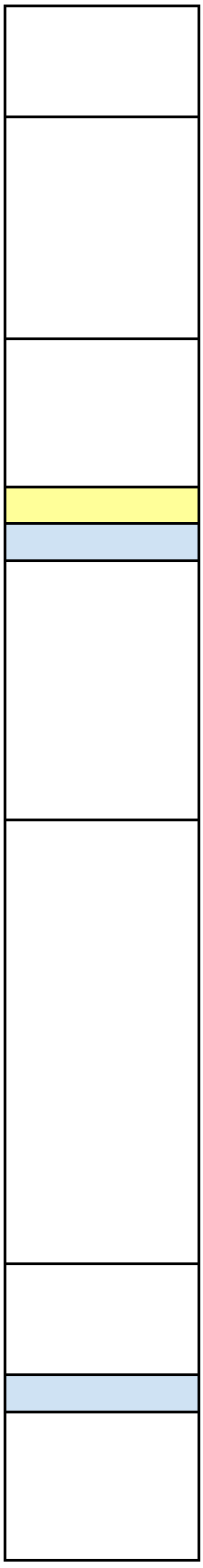

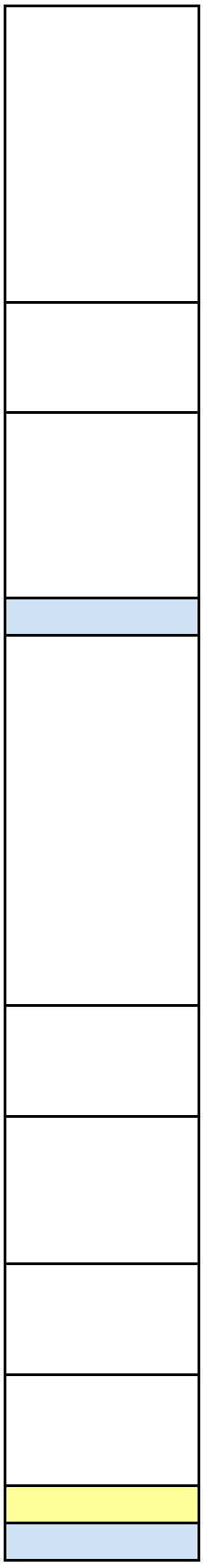

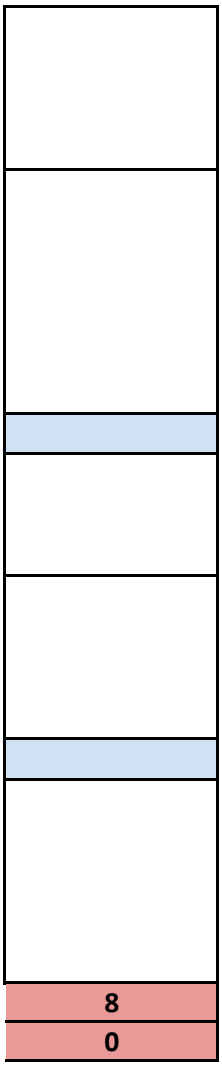
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2019-20 Quarterly Pacing Guide

United States History and Geography (USH) HSCEs
Foundational Issues in USHG – ERAS 1 – 5
Political and Intellectual Transformations of America to 1877
Identify the core ideals of American society as refl ected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals Declaration of Independence; the U.S. Constitution (including the Preamble); Bill of Rights; the Gettysburg Address; 13th, 14th, and 15th Amendments
Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing the birth of republican government, including the rule of law, inalienable rights, equality, and limited government; the development of governmental roles in American life; and competing views of the responsibilities of governments (federal, state, and local); changes in suffrage qualifications; the development of political parties; America's political and economic role in the world (National Geography Standard 13, p. 210)
Geographic, Economic, Social, and Demographic Trends in America (to 1898)
Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -
Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.

Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).
Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).
Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)
A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.
Becoming a World Power
Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)
WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.
Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)
Progressivism and Reform
Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).
Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)
Growing Crisis of Industrial Capitalism and Responses
"Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).
Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).
The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)
World War II
region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).

U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).
Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).
Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)
USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945-1989)
Cold War and the United States
Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).
policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).
End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.
Domestic Changes and Policies
Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)

the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).
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Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)
Civil Rights in the Post WWII Era
Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).
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USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE
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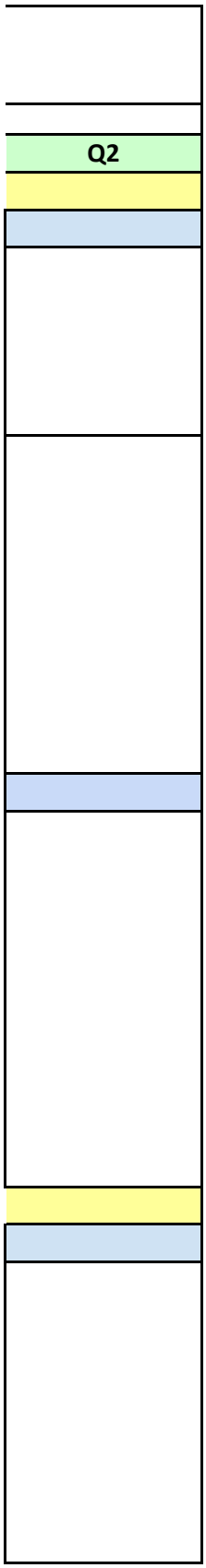
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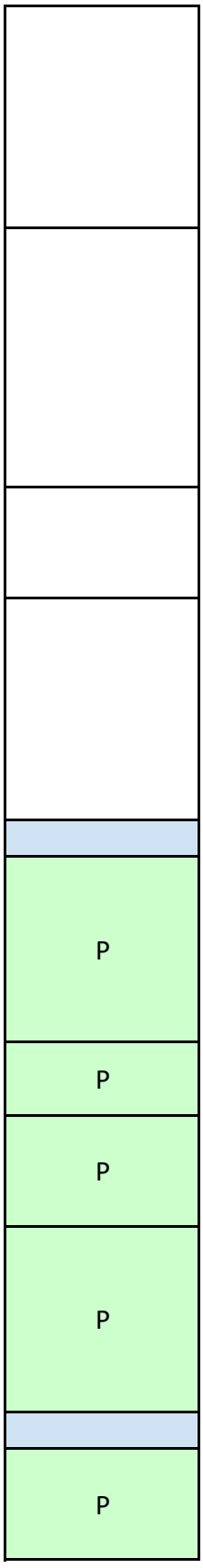
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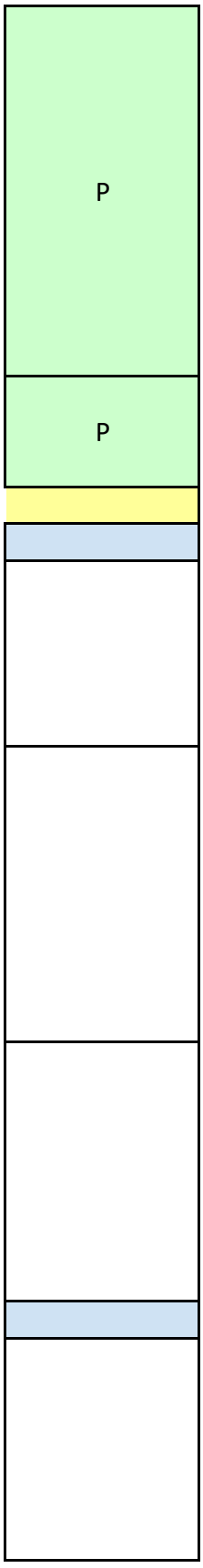
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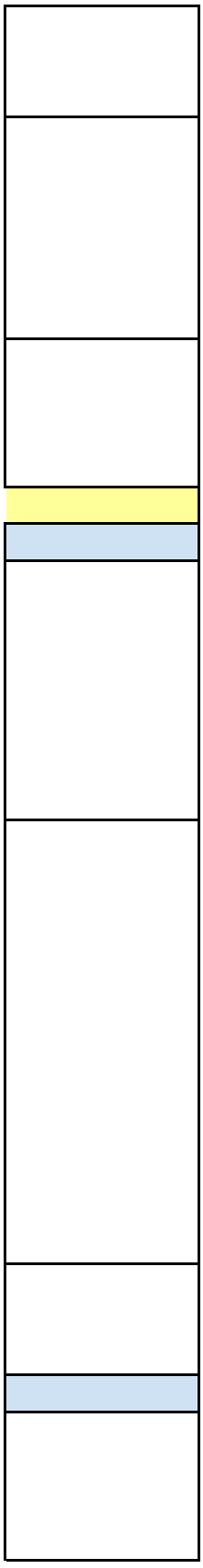

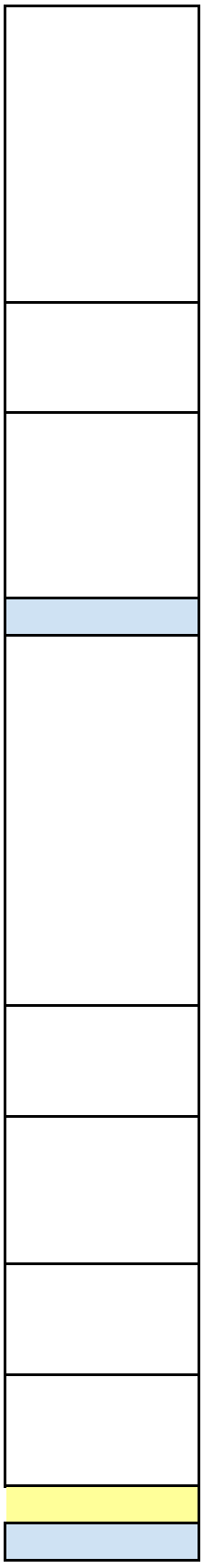

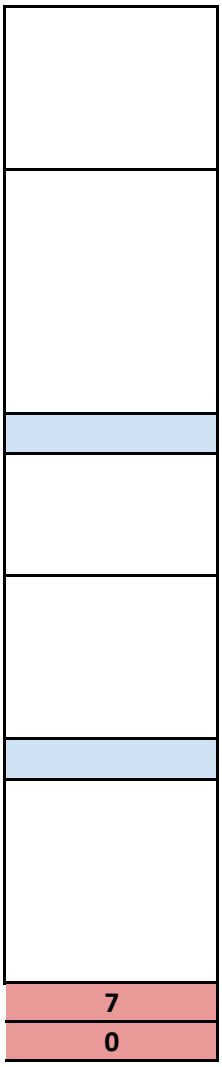
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Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -
Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.

Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).
Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).
Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)
A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.
Becoming a World Power
Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)
WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.
Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)
Progressivism and Reform
Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).
Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)
Growing Crisis of Industrial Capitalism and Responses
"Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).
Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).
The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)
World War II
region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).

U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).
Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).
Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)
USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945-1989)
Cold War and the United States
Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).
policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).
End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.
Domestic Changes and Policies
Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)

the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).
Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson' Great Society programs, and Reagan's market-based domestic policies. (National Geography Standard 14, p. 212)
Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)
Civil Rights in the Post WWII Era
Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).
Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)
Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)
Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at lease one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard
USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE
Impact of Globalization on the United States

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)
and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).
Changes in America's Role in the World
U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p.
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)
Policy Debates
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)
New Standards:
Review Standards:

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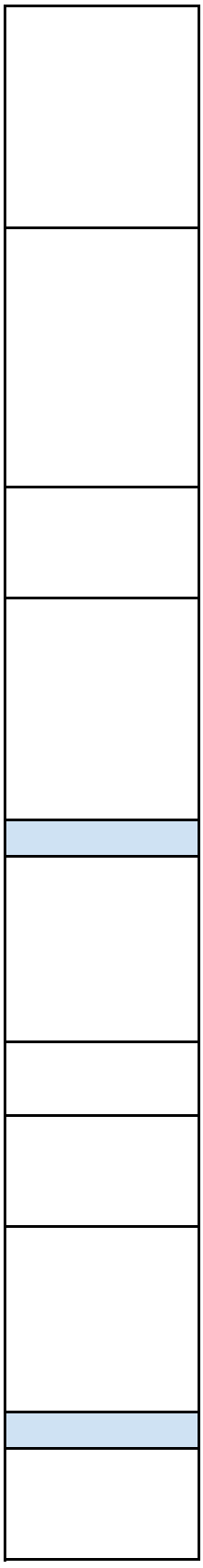

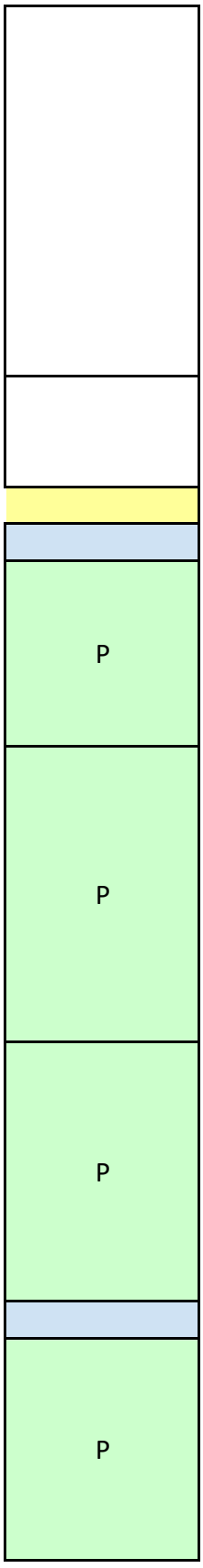
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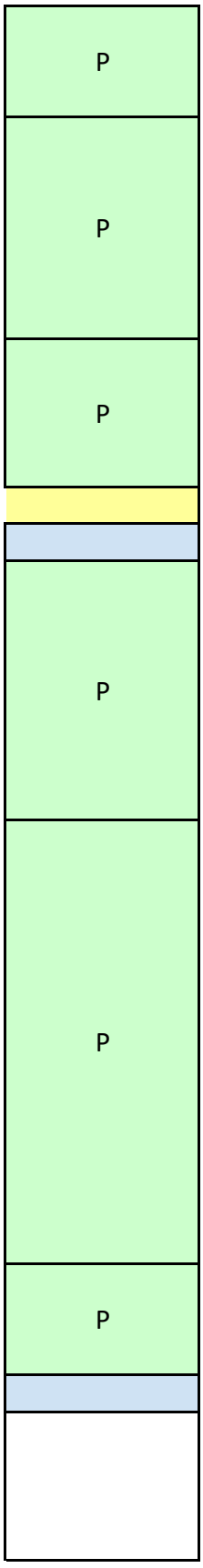
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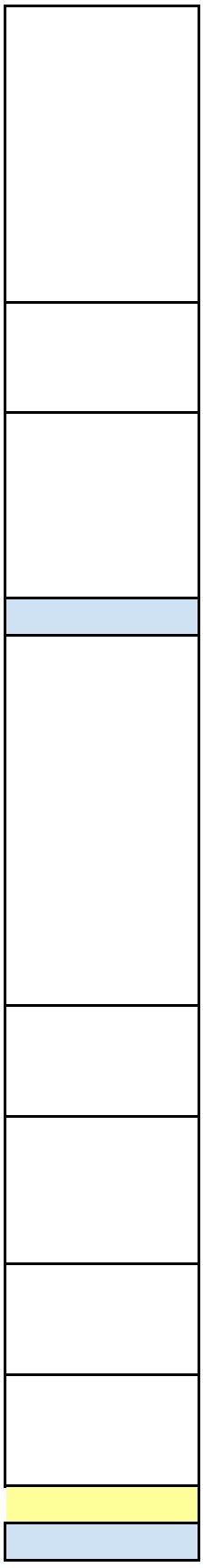

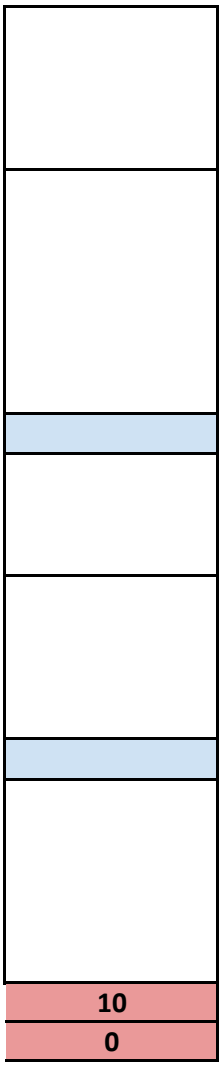
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THE LEONA GROUP

2019-20 Quarterly Pacing Guide

United States History and Geography (USH) HSCEs
Foundational Issues in USHG – ERAS 1 – 5
Political and Intellectual Transformations of America to 1877
Identify the core ideals of American society as refl ected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals Declaration of Independence; the U.S. Constitution (including the Preamble); Bill of Rights; the Gettysburg Address; 13th, 14th, and 15th Amendments
Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing the birth of republican government, including the rule of law, inalienable rights, equality, and limited government; the development of governmental roles in American life; and competing views of the responsibilities of governments (federal, state, and local); changes in suffrage qualifications; the development of political parties; America's political and economic role in the world (National Geography Standard 13, p. 210)
Geographic, Economic, Social, and Demographic Trends in America (to 1898)
Describe the major trends and transformations in American life prior to 1877 including changing political boundaries of the United States (National Geography Standard 13, p. 210); regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206); changes in the size, location, and composition of the population (National Geography Standard 9, p. 201); patterns of immigration and migration (National Geography Standard 9, p. 201); development of cities (National Geography Standard 12, p. 208); changes in commerce, transportation, and communication (National Geography Standard 11, p. 206); major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 -
Growth of an Industrial and Urban America (Included in Grade 8; begins SS. HSCE)
Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including gains from trade (National Geography Standard 11, p. 206); organizational "revolution" (e.g., development of corporations and labor organizations); advantages of physical geography (National Geography Standards 4, 7, and 15; p. 190, 197, and 214); increase in labor through immigration and migration (National Geography Standard 9, p. 201); economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller); technological advances.

Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers; southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195).
Urbanization – Analyze the changing urban and rural landscape by examining the location and expansion of major urban centers (National Geography Standard 12, p. 208); the growth of cities linked by industry and trade (National Geography Standard 11, p. 206); the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203); resulting tensions among and within groups (National Geography Standard 13, p. 210); different perspectives about immigrant experiences in the urban setting (National Geography Standards 9, p. 201; 12, p. 208).
Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p. 208)
A Case Study of American industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining the impact of resource availability (National Geography Standard 16, p. 216); entrepreneurial decision making by Henry Ford and others; domestic and international migrations (National Geography Standard 9, p. 201); the development of an industrial work force; the impact on Michigan; the impact on American society.
Becoming a World Power
Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p. 184 and 188)
WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war; and America's role in shaping the course of the war.
Domestic Impact of WWI - Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.
Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)
Progressivism and Reform
Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments; new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts); the Supreme Court's role in supporting or slowing reform; role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212); efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standard 9 and 10; p. 201 and 203).
Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
USHG ERA 7– THE GREAT DEPRESSION AND WORLD WAR II (1920 -1945)
Growing Crisis of Industrial Capitalism and Responses
"Roaring Twenties" including: cultural movements, such as the Harlem Renaissance and the "lost generation" and the struggle between "traditional" and "modern" America (e.g., Scopes, Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203).
Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214); Hoover's policies and their impact (e.g., Reconstruction Finance Corporation).
The New Deal – Explain and evaluate Roosevelt's New Deal Policies including: expanding federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212); opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)
World War II
region, and America's entry into war including: the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210); the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan; United States neutrality; The bombing of Pearl Harbor (National Geography Standard 13, p. 210).

U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three alliance and the development of atomic weapons).
Impact of WWII on American Life – analyze the changes in American life brought about by U.S. participation in World War II including: Mobilization of economic, military, and social resources; Role of women and minorities in the war effort; Role of the home front in supporting the war effort (e.g., rationing, work hours, taxes); Internment of Japanese-Americans (National Geography Standard 10, p. 203).
Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)
USHG ERA 8 – POST-WORLD WAR 11 UNITED STATES (1945-1989)
Cold War and the United States
Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including: differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.; diplomatic decisions made at the Yalta and Potsdam Conferences (1945); actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p 210).
policy of "containing" the Soviet Union, including: the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210); the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210); direct conflicts within specific world regions including Germany and Cuba (National Geography Standard 5 and 13; p. 194 and 210); U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210); Indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standard 5 and 13; p. 194 and 210); The arms race (National Geography Standard 13, p. 210).
End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.
Domestic Changes and Policies
Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the "Sunbelt." (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)

the policies designed to meet the challenges by: describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; p. 201 and 212); evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights -1944, Taft-Hartley Act – 1947, Twenty-Second Amendment to the U.S. Constitution – 1951, Federal Highways Act – 1956, National Defense Act – 1957, E.P.A. – 1970 (National Geography Standards 12 and 14; p. 108 and 212).
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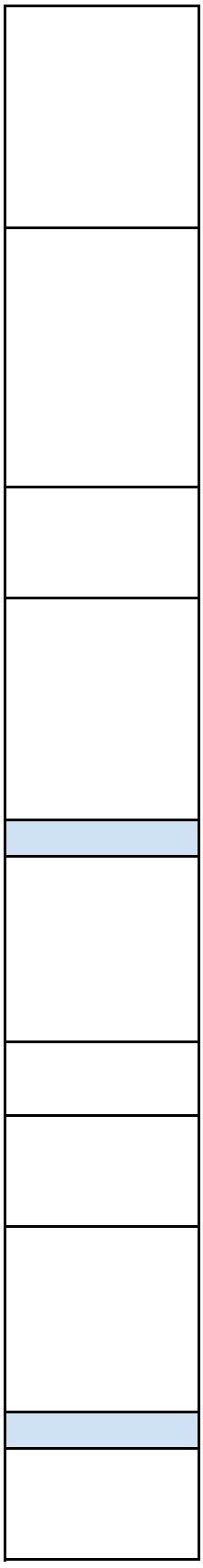
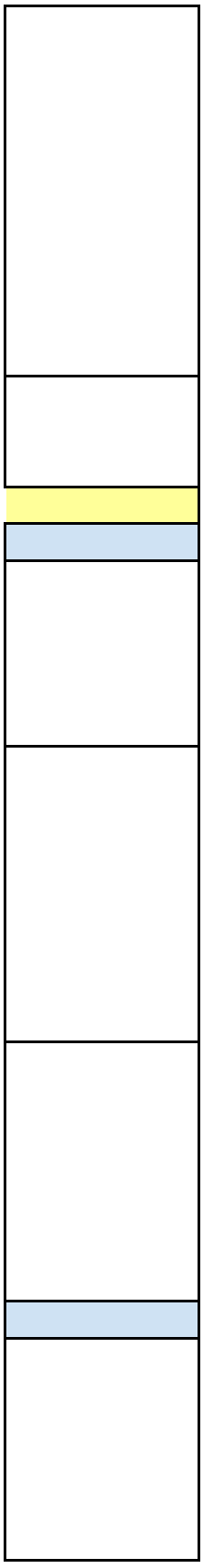
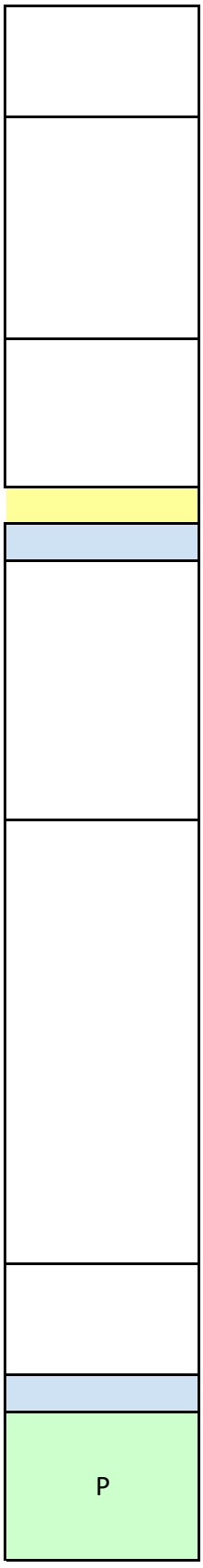
Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v. Wade, Gideon, Miranda, Tinker, Hazelwood) the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p 216)
Civil Rights in the Post WWII Era
Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., Brown v. Board – 1954, Civil Rights Act – 1957, Little Rock schools desegregation, Civil Rights Act – 1964, Voting Rights Act – 1965; protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott – 1955-1956, March on Washington – 1963, freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Right (National Geography Standards 6 and 10, p. 195 and 203).
Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
Women's Rights – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10, p. 203)
Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)
Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at lease one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (National Geography Standard
USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE
Impact of Globalization on the United States

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)
and early 21st centuries including: growth of the conservative movement in national politics, including the role of Ronald Reagan; role of evangelical religion in national politics (National Geography Standards 3 and 6; p. 188 and 195); intensification of partisanship; partisan conflict over the role of government in American life; role of regional differences in national politics (National Geography Standard 6, p. 195).
Changes in America's Role in the World
U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p.
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)
Policy Debates
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)
New Standards:
Review Standards:

Q4



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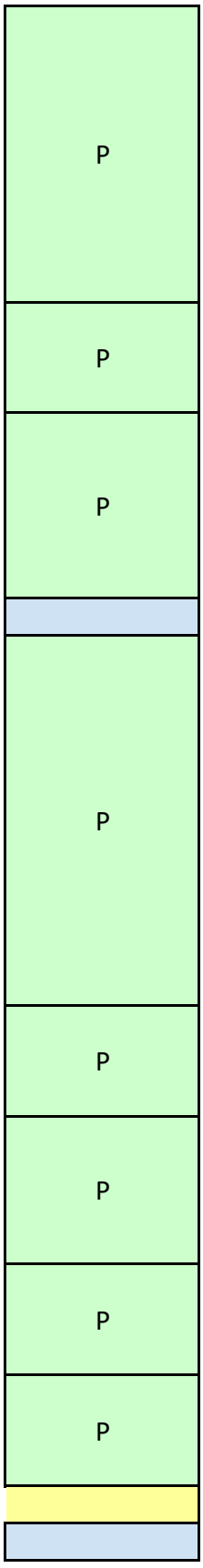
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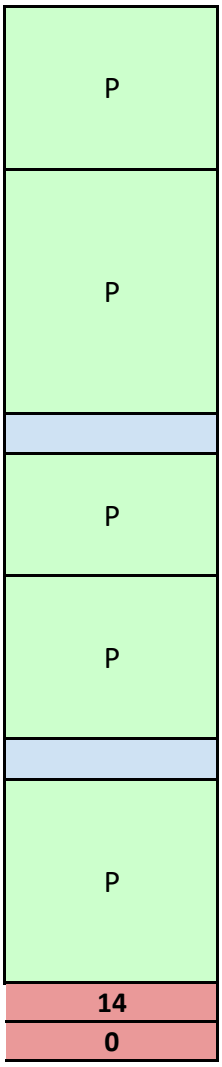
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THE LEONA GROUP

2019-20 Quarterly Pacing Guide

High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG-F	**Foundations in WHG Eras 1 - 3**				
WHG-F1	**World Historical and Geographical "Habits of Mind" and Central Concepts**				
WHG-F1.1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)	P			
WHG-F2	**Systems of Human Organizations**				
WHG-F2.1	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)	P			
WHG-F3	**Growth and Development of World Religions**				
WHG-F3.1	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)	P			
WHG-F3	**Regional Interactions**				
WHG-F4.1	Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)	P			
WHG4	**WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.**				
WHG4.1	**Crisis in the Classical World, World Religions, Trade Networks and Contacts**				
WHG4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	P			
WHG4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).	P			

WHG4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).	P			
WHG4.2	**Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague**				
WHG4.2.1	**Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.**	P			
WHG4.2.2	**Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)**	P			
WHG4.2.3	**The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)**	P			
WHG4.3	**Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500**				
WHG4.3.1	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).	P			

WHG4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)	P			
WHG4.3.3	**China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)**	P			
WHG4.3.4	The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire; the region's unique spatial location; the region's political, economic, and religious transformations; emerging tensions between East and West (National Geography Standard 3, p. 188).	P			
WHG4.3.5	Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212); the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.	P			
WHG5	**WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries**				
WHG5.1	**Emerging Global System and World Religions**				
WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)		P		
WHG5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)		P		
WHG5.2	**European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems**				

WHG5.2.1	**European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).**		P		
WHG5.2.2	**Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).**		P		
WHG5.3	**Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century**				
WHG5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.		P		
WHG5.3.2	**East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).**		P		
WHG5.3.3	**South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)**		P		

WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).		P		
WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).		P		
WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).		P		
WHG6	**WHG Era 6 – An Age of Global Revolutions, 18th Century-1914**				
WHG6.1	**Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power**				
WHG6.1.1	**Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)**			P	
WHG6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)			P	

WHG6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).			P	
WHG6.1.4	Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)			P	
WHG6.1.5	Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2) (National Geography Standard 13, p. 210)			P	
WHG6.2	**Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism**				
WHG6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)			P	
WHG6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)			P	
WHG6.2.3	**Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).**			P	

WHG6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216); describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212); analyze the responses to imperialism by African and Asian people (See 6.6.3).			P	
WHG6.3	**Europe, East Asia, and Africa**				
WHG6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).			P	
WHG6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions			P	
WHG6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)			P	
WHG7	**WHG Era 7 – Global Crisis and Achievement, 1900-1945**				
WHG7.1	**Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War**				
WHG7.1.1	**Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)**			I	P
WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)			I	P

WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)			I	P
WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)			I	P
WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)			I	P
WHG7.2	**World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements**				
WHG7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210).				P
WHG7.2.2	**Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)**			I	P
WHG7.2.3	**World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).**				P

WHG7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era. (See 6.2.1) (National Geography Standard 13, p. 210)			I	P
WHG7.3	**Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East**				
WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.				P
WHG7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)				P
WHG7.3.3	**Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)**			I	P
WHG7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle.			I	P
WHG7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.			I	P
WHG8	**WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945**				
WHG8.1	**Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century**				
WHG8.1.1	**Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)**			I	P
WHG8.1.2	**Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.**		I		P
WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)				P
WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).			I	P

WHG8.2	**The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East**				
WHG8.2.1	**The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)**			I	P
WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)			I	P
WHG8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)				P
	New Standards:	**15**	**11**	**12**	**21**
	Review Standards:	**0**	**0**	**0**	**0**

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High School	World History and Geography (WHG) HSCEs	Q1	
WHG-F	**Foundations in WHG Eras 1 - 3**		
WHG-F1	**World Historical and Geographical "Habits of Mind" and Central Concepts**		
WHG-F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)	P	
WHG-F2	**Systems of Human Organizations**		
WHG-F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)	P	
WHG-F3	**Growth and Development of World Religions**		
WHG-F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)	P	
WHG-F3	**Regional Interactions**		
WHG-F4	Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)	P	
WHG4	**WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.**		
WHG4.1	**Crisis in the Classical World, World Religions, Trade Networks and Contacts**		
WHG4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	P	

WHG4.1.2	World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).	P	
WHG4.1.3	Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).	P	
WHG4.2	**Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague**		
WHG4.2.1	**Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.**	P	
WHG4.2.2	**Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)**	P	
WHG4.2.3	**The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)**	P	
WHG4.3	**Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500**		

WHG4.3.1	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).	P	
WHG4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)	P	
WHG4.3.3	**China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)**	P	
WHG4.3.4	The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire; the region's unique spatial location; the region's political, economic, and religious transformations; emerging tensions between East and West (National Geography Standard 3, p. 188).	P	
WHG4.3.5	Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212); the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.	P	
WHG5	**WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries**		
WHG5.1	**Emerging Global System and World Religions**		

WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)		
WHG5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)		
WHG5.2	**European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems**		
WHG5.2.1	**European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).**		
WHG5.2.2	**Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).**		
WHG5.3	**Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century**		
WHG5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.		

WHG5.3.2	**East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).**		
WHG5.3.3	**South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)**		
WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).		
WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).		
WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).		
WHG6	**WHG Era 6 – An Age of Global Revolutions, 18th Century-1914**		

WHG6.1	**Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power**		
WHG6.1.1	**Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)**		
WHG6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)		
WHG6.1.3	Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).		
WHG6.1.4	Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)		
WHG6.1.5	Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2) (National Geography Standard 13, p. 210)		
WHG6.2	**Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism**		
WHG6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)		
WHG6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)		

WHG6.2.3	**Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).**		
WHG6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216); describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212); analyze the responses to imperialism by African and Asian people (See 6.6.3).		
WHG6.3	**Europe, East Asia, and Africa**		
WHG6.3.1	Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).		
WHG6.3.2	East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions		
WHG6.3.3	Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)		
WHG7	**WHG Era 7 – Global Crisis and Achievement, 1900-1945**		
WHG7.1	**Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War**		

WHG7.1.1	**Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)**		
WHG7.1.2	Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)		
WHG7.1.3	Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)		
WHG7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)		
WHG7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)		
WHG7.2	**World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements**		
WHG7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210).		
WHG7.2.2	**Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)**		

WHG7.2.3	**World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).**		
WHG7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era. (See 6.2.1) (National Geography Standard 13, p. 210)		
WHG7.3	**Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East**		
WHG7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.		
WHG7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)		
WHG7.3.3	**Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)**		
WHG7.3.4	The Americas – Analyze the political, economic and social transformations that occurred in this era, including Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle.		
WHG7.3.5	Middle East – Analyze the political, economic, and social transformations that occurred in this era, including economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.		
WHG8	**WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945**		
WHG8.1	**Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century**		

WHG8.1.1	**Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)**		
WHG8.1.2	**Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.**		
WHG8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)		
WHG8.1.4	Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).		
WHG8.2	**The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East**		
WHG8.2.1	**The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)**		
WHG8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)		
WHG8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)		
	New Standards:	**15**	
	Review Standards:	**0**	

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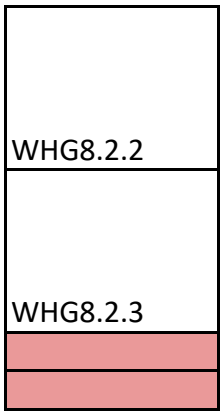
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World History and Geography (WHG) HSCEs
Foundations in WHG Eras 1 - 3
World Historical and Geographical "Habits of Mind" and Central Concepts
Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)
Systems of Human Organizations
Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)
Growth and Development of World Religions
Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)
Regional Interactions
Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)
WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.
Crisis in the Classical World, World Religions, Trade Networks and Contacts
Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).

Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).
Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.
Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)
The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)
Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500
Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).
The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)

China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)
The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire; the region's unique spatial location; the region's political, economic, and religious transformations; emerging tensions between East and West (National Geography Standard 3, p. 188).
Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212); the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.
WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries
Emerging Global System and World Religions
Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)
World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)
European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).

Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).
Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century
Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.
East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).
South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)
Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).
Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).

Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).
WHG Era 6 – An Age of Global Revolutions, 18th Century-1914
Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)
World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)
Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).
Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2) (National Geography Standard 13, p. 210)
Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)
Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)

Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).
Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216); describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212); analyze the responses to imperialism by African and Asian people (See 6.6.3).
Europe, East Asia, and Africa
Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).
East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)
WHG Era 7 – Global Crisis and Achievement, 1900-1945
Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)
Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)

Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)
Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)
Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)
World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
World War I – Analyze the causes, characteristics, and long-term consequences of World War I by analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210).
Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)
World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).
Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era. (See 6.2.1) (National Geography Standard 13, p. 210)

Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East
Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)
Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)
The Americas – Analyze the political, economic and social transformations that occurred in this era, including Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle.
Middle East – Analyze the political, economic, and social transformations that occurred in this era, including economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.
WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945
Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century
Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)
Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.
End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)
Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).
The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)
New Standards:
Review Standards:

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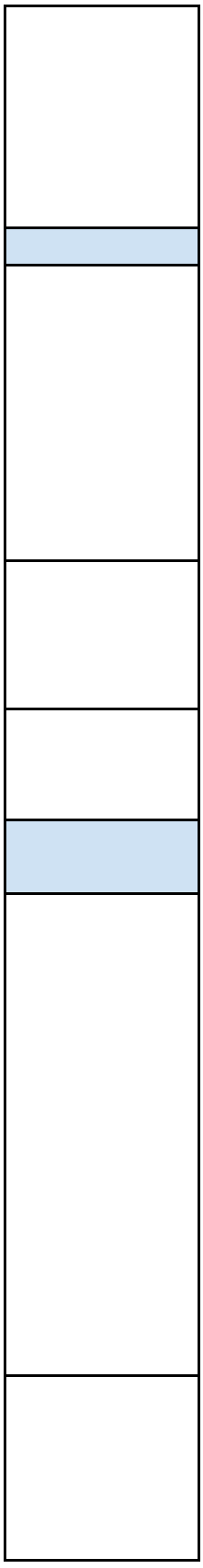

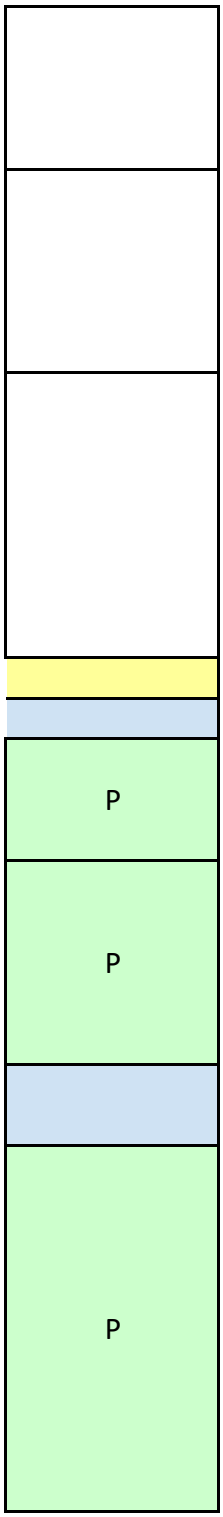
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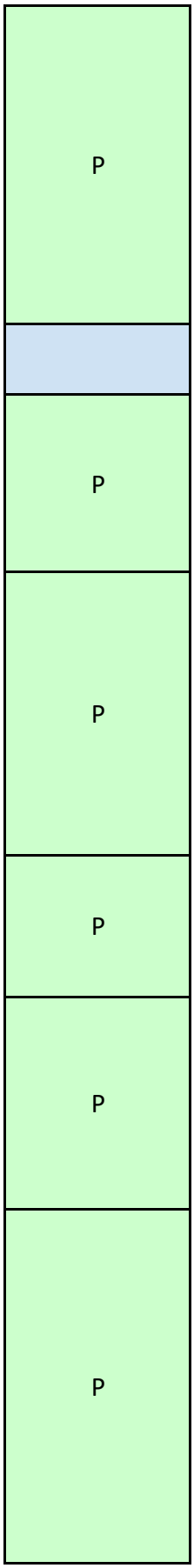
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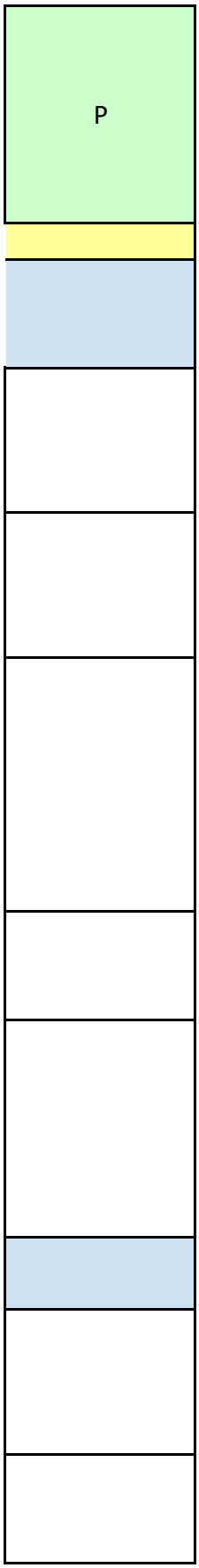
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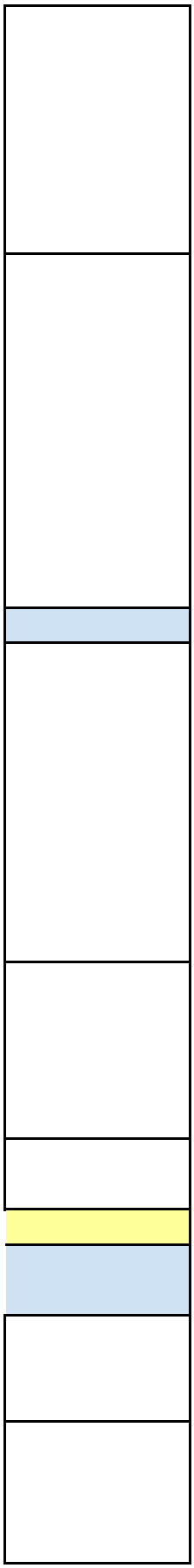

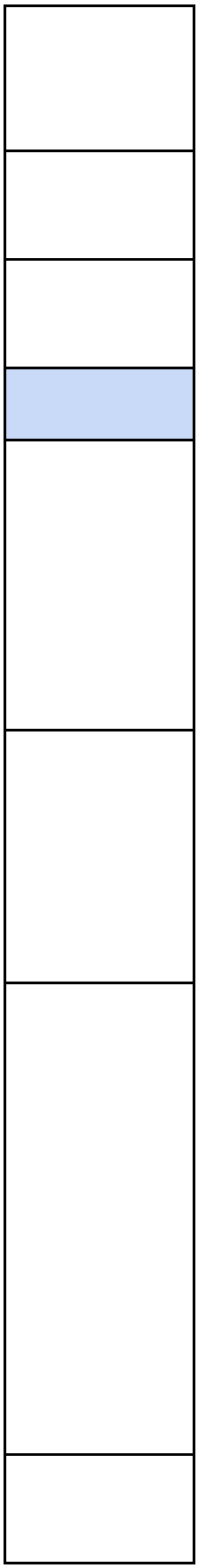

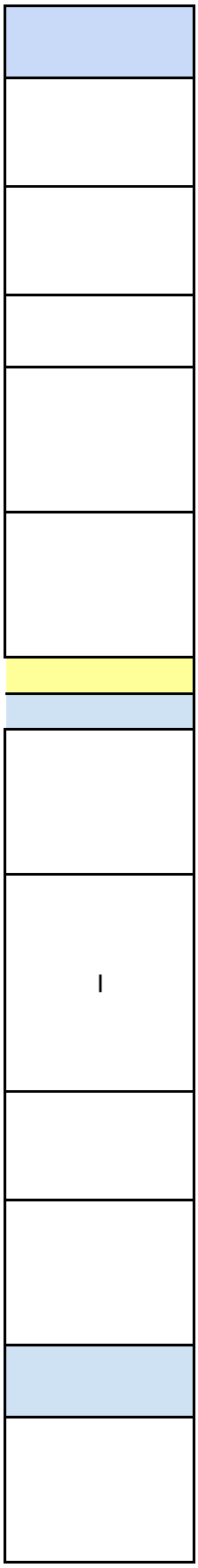

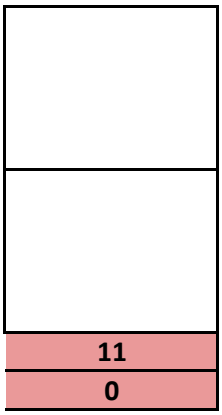
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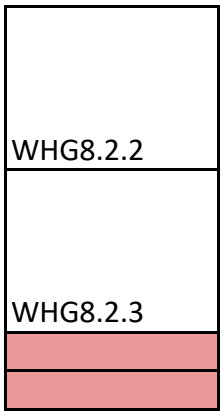
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THE LEONA GROUP

2019-20 Quarterly Pacing Guide

World History and Geography (WHG) HSCEs
Foundations in WHG Eras 1 - 3
World Historical and Geographical "Habits of Mind" and Central Concepts
Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)
Systems of Human Organizations
Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)
Growth and Development of World Religions
Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)
Regional Interactions
Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)
WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.
Crisis in the Classical World, World Religions, Trade Networks and Contacts
Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).

Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).
Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.
Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)
The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)
Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500
Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).
The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)

China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)
The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire; the region's unique spatial location; the region's political, economic, and religious transformations; emerging tensions between East and West (National Geography Standard 3, p. 188).
Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212); the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.
WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries
Emerging Global System and World Religions
Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)
World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)
European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).

Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).
Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century
Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.
East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).
South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)
Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).
Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).

Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).
WHG Era 6 – An Age of Global Revolutions, 18th Century-1914
Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)
World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)
Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).
Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2) (National Geography Standard 13, p. 210)
Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)
Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)

Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).
Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216); describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212); analyze the responses to imperialism by African and Asian people (See 6.6.3).
Europe, East Asia, and Africa
Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).
East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)
WHG Era 7 – Global Crisis and Achievement, 1900-1945
Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)
Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)

Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)
Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)
Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)
World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
World War I – Analyze the causes, characteristics, and long-term consequences of World War I by analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210).
Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)
World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).
Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era. (See 6.2.1) (National Geography Standard 13, p. 210)

Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East
Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)
Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)
The Americas – Analyze the political, economic and social transformations that occurred in this era, including Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle.
Middle East – Analyze the political, economic, and social transformations that occurred in this era, including economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.
WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945
Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century
Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)
Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.
End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)
Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).
The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)
New Standards:
Review Standards:

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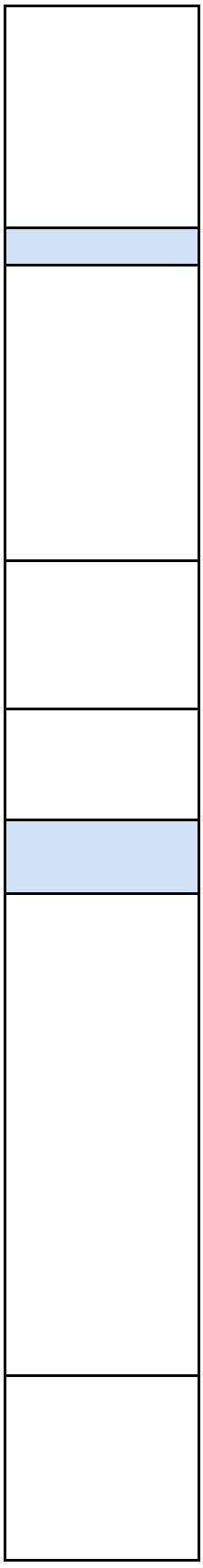

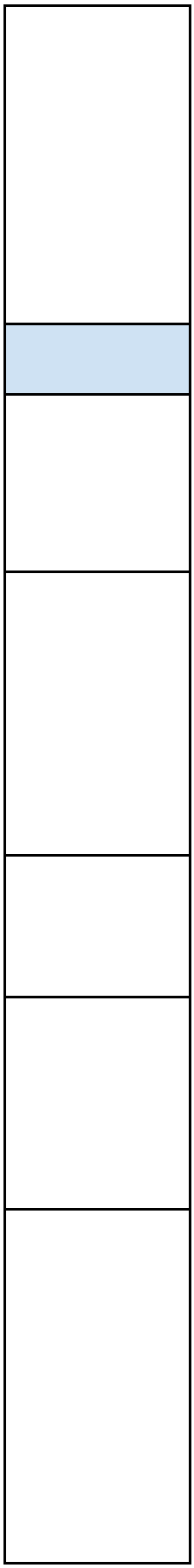

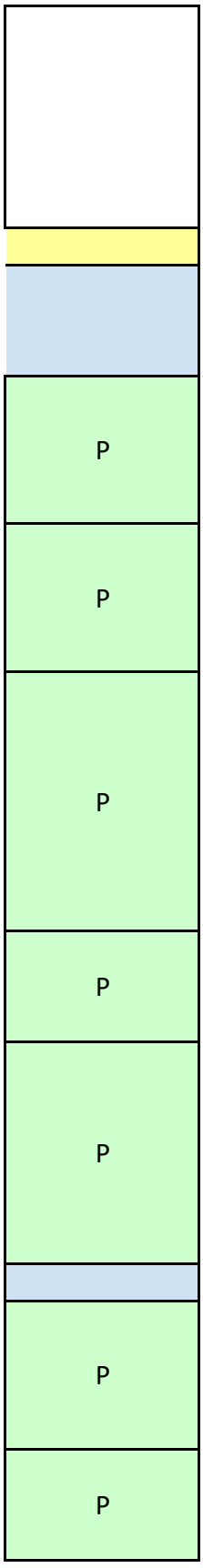
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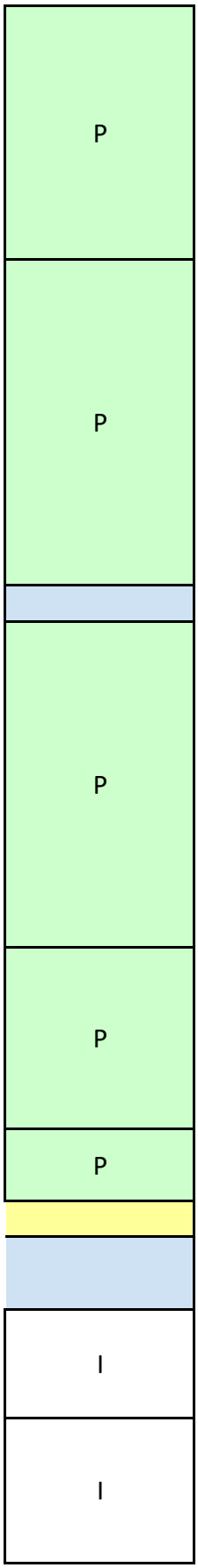
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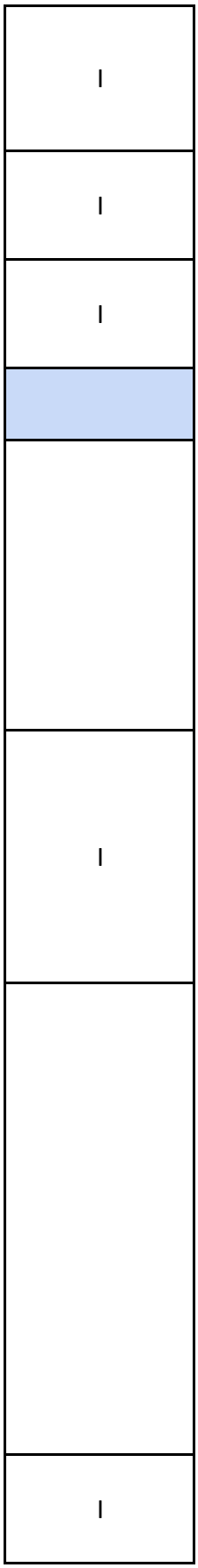

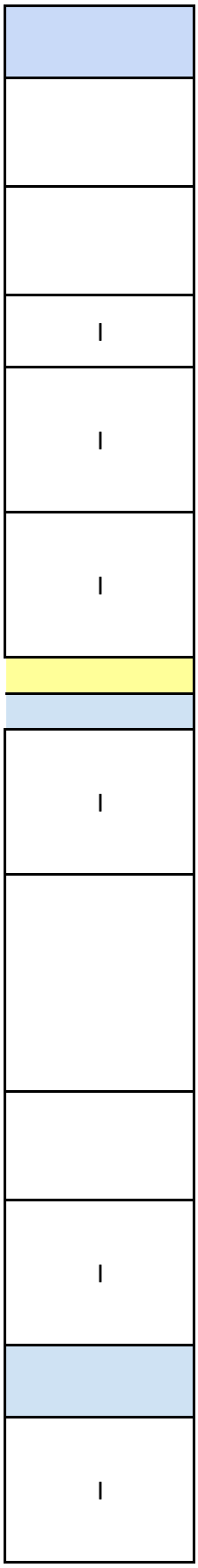

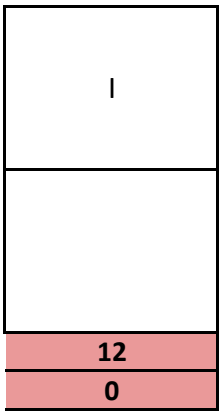
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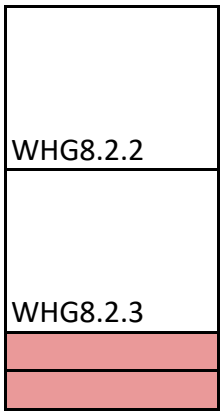
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THE LEONA GROUP

2019-20 Quarterly Pacing Guide

World History and Geography (WHG) HSCEs
Foundations in WHG Eras 1 - 3
World Historical and Geographical "Habits of Mind" and Central Concepts
Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional) (National Geography Standard 2, p.186)
Systems of Human Organizations
Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. (National Geography Standard 14, p. 212) Changes brought on by the Agricultural Revolution, including the environmental impact of settlements TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze Classical China or India (Han China or Gupta empires) Classical Mediterranean (Greece and Rome)
Growth and Development of World Religions
Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including spatial representations of that growth; interactions with culturally diverse peoples; responses to the challenges offered by contact with different faiths; ways they influenced people's perceptions of the world. (National Geography Standard 6, p.195)
Regional Interactions
Identify the location and causes of frontier interactions and confl icts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E. (National Geography Standards 3 and 13A, pp.188 and 210)
WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 C.E./A.D.
Crisis in the Classical World, World Religions, Trade Networks and Contacts
Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)
World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades, Islam and Hinduism in South Asia (See 5.3.3) and continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203).

Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including land-based routes across the Sahara, Eurasia and Europe and water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206).
Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague
Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including the founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society, diverse religious traditions of Islam – Sunni, Shi'a/Shi'ite, Sufi (National Geography Standard 10, p. 203), role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia and the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity.
Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)
The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)
Africa to 1500, The Americas to 1500, China to 1500, The Eastern European System and the Byzantine Empire to 1500, Western Europe to 1500
Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208); using historical and modern maps to identify the Bantu, migration, patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201); analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Georgraphy Standard 9, p. 201); analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190); analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203).
The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)

China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological innovation. (National Geography Standard 4, p. 190)
The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including the rise and decline of the Byzantine Empire; the region's unique spatial location; the region's political, economic, and religious transformations; emerging tensions between East and West (National Geography Standard 3, p. 188).
Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including the role and political impact of the Roman Catholic Church in European medieval society; how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212); the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3); the cultural and social impact of the Renaissance on Western and Northern Europe.
WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries
Emerging Global System and World Religions
Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)
World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)
European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems
European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).

Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).
Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century
Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire's origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.
East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).
South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)
Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).
Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).

Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).
WHG Era 6 – An Age of Global Revolutions, 18th Century-1914
Global Revolutions, World-Wide Migrations and Population Changes, Increasing Global Interconnections, Changes in Economic and Political Systems, Interpreting Europe's Increasing Global Power
Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1, 6.3.2) (National Geography Standard 13, 1. 210)
World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)
Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203); the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206).
Changes in Economic and Political Systems – compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)
Interpreting Europe's increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2, 5.3.2) (National Geography Standard 13, p. 210)
Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism
Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)
Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and not-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)

Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following Britain, Germany, United States or France; describing the social and economic impact of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206); describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212).
Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216); describing the connection between imperialism and racism, including the social construction of race; comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212); analyze the responses to imperialism by African and Asian people (See 6.6.3).
Europe, East Asia, and Africa
Europe – Analyze the economic, political, and social transformations in Europe by analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206); explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women; using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210).
East Asia – Analyze the political, economic, and social transformations in East Asia by explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210) and describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions
Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)
WHG Era 7 – Global Crisis and Achievement, 1900-1945
Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War
Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2)
Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and econo-mic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)

Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)
Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)
Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3) (National Geography Standard 13, p. 210)
World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements
World War I – Analyze the causes, characteristics, and long-term consequences of World War I by analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism; analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5); explaining the major decision made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210).
Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by examining the causes and consequences of the economic depression on different regions, nations, and the globe; describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2); comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)
World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria and Sudetenland); explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203); analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219); explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4); analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p. 154); describing the emergence of the United States and the Soviet Union as global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p.154).
Revolutionary and/or Independence Movements – Compare two revolutionary and/or independence movements of this era (Latin America, India, China, The Arab World, and Africa) with at least one from the previous era. (See 6.2.1) (National Geography Standard 13, p. 210)

Russian Revolution, Europe and the Rise of Fascism and Totalitarian States, Asia, The Americas, Middle East
Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges.
Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)
Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)
The Americas – Analyze the political, economic and social transformations that occurred in this era, including Japanese imperialism; Chinese nationalism, the emergence of communism, and civil war (See 7.2.2); Indian independence struggle.
Middle East – Analyze the political, economic, and social transformations that occurred in this era, including economic imperialism (e.g., dollar diplomacy); foreign military intervention and political revolutions in Central and South America; nationalization of foreign investments.
WHG Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945
Origins of Cold War, Cold War Confl icts, End of Cold War, Mapping the 20th Century
Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 723)
Cold War Conflicts – Describe the major arenas of conflict, including the decline of the Ottoman Empire; changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples; the role of the Mandate system; the discovery of petroleum resources.
End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)
Mapping the 20th Century – Using post-WWI, post WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine).
The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)
New Standards:
Review Standards:

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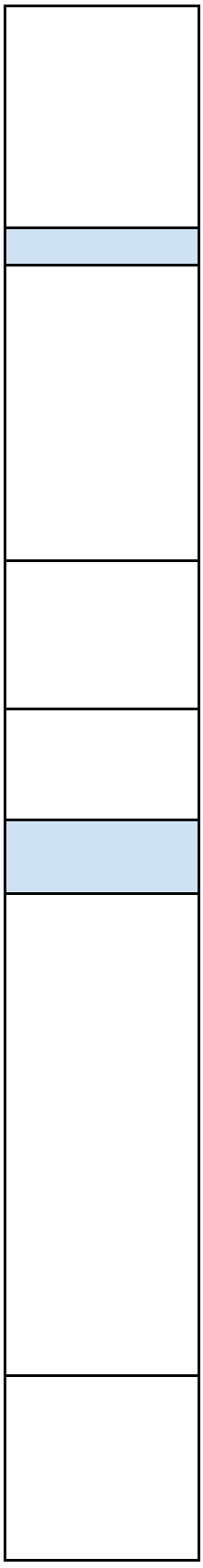

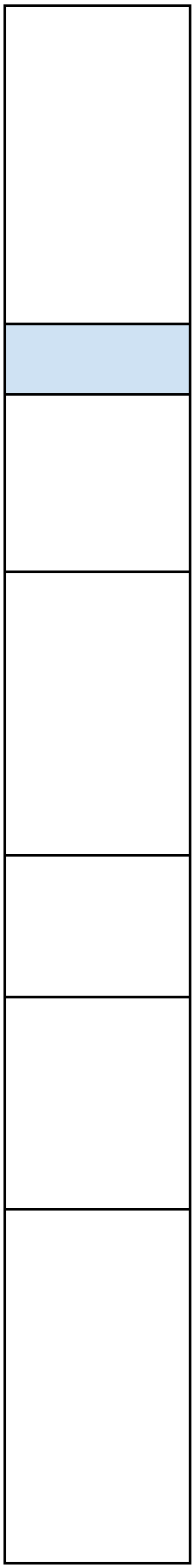

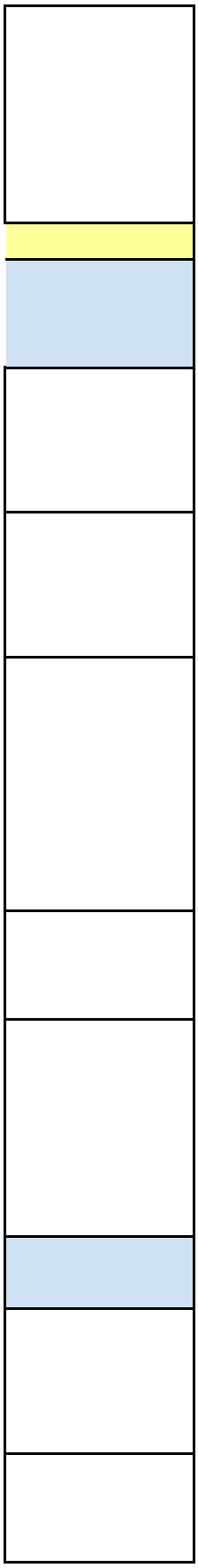

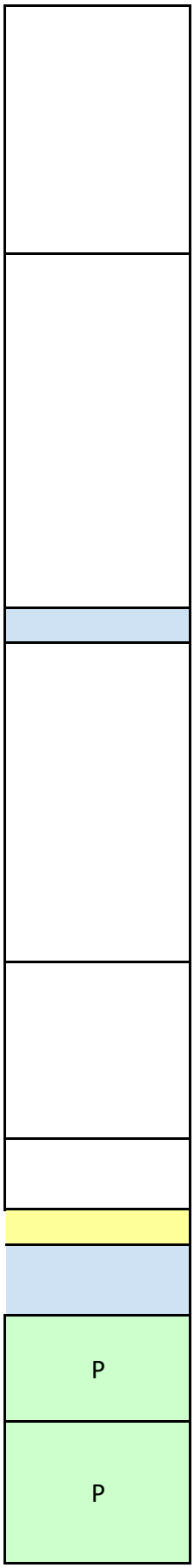
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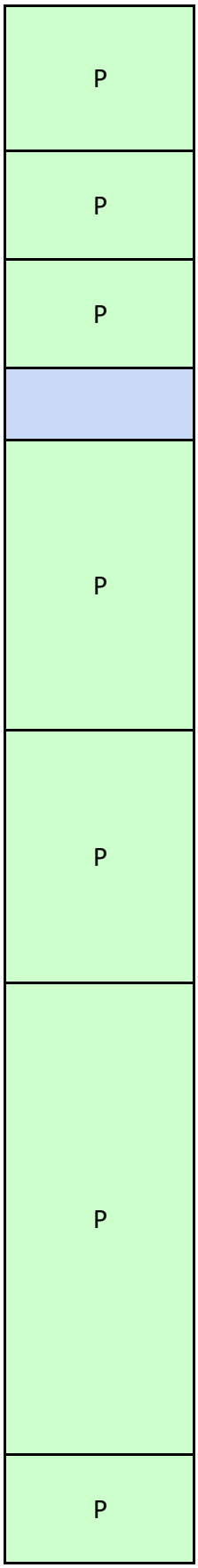
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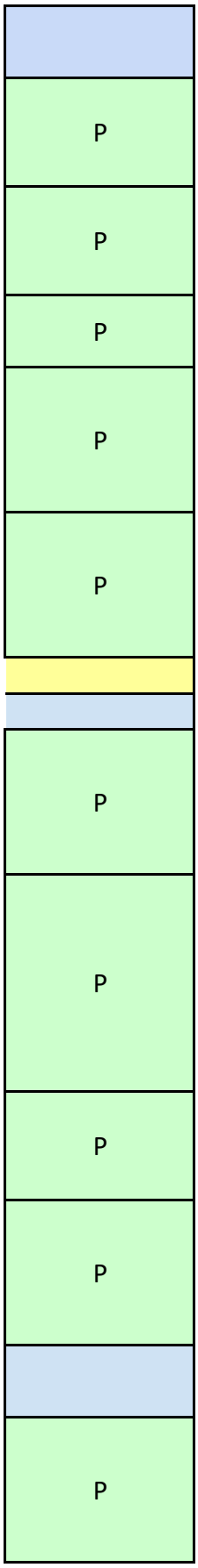
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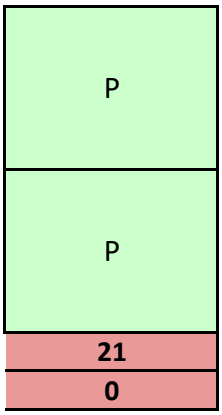
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