

EASTERN MICHIGAN UNIVERSITY

A Contract to Charter a Public School Academy and Related Documents

Issued By

**THE BOARD OF REGENTS OF
EASTERN MICHIGAN UNIVERSITY**
(Authorizing Body)

To

ACADEMY FOR BUSINESS & TECHNOLOGY
(A Public School Academy)

July 1, 2020

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UNIVERSITY BOARD RESOLUTIONS

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

AMENDMENT TO THE CHARTER SCHOOLS BOARD OF DIRECTOR METHOD OF SELECTION POLICY

ACTION REQUESTED

It is recommended that the Board of Regents adopt the attached resolution outlining a revised method of selecting board of directors of public school academies, schools of excellence and strict discipline academies.

STAFF SUMMARY

With the passage of Public Act 277 of 2011, which amended Michigan's charter school law, authorizers of public school academies are required to pass a resolution addressing their method of selecting and appointing individuals to serve on their public school academy boards of directors. This revision represents EMU's Charter Schools Office's commitment to continuous review and improvement of its processes.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed recommendation has been revised/and is recommended for Board approval.



University Executive Officer

5/25/2018

Date

Eastern Michigan University Board of Regents

RESOLUTION

Public School Academy, School of Excellence and Strict Discipline Academy
Board of Director Method of Selection Resolution-Revised

WHEREAS, MCL 380.503 of the Revised School Code ("Code"), MCL 380.553, and MCL 380.1311e provide that an authorizing body "shall adopt a resolution establishing the method of selection, length of term, and number of members of the board of directors" of each public school academy, school of excellence, and strict discipline academy, respectively, subject to the authorizing body's jurisdiction; and

WHEREAS, the Eastern Michigan University Board of Regents (the "University Board") desires to establish a standard method of selection resolution related to appointments and service of the directors of the governing board of its authorized public school academies, schools of excellence, and strict discipline academies, and

WHEREAS, the University Board has determined that changes to the method of selection process are in the best interest of the University and that such changes be incorporated into all charter contracts issued by the University Board;

NOW, THEREFORE, BE IT RESOLVED, that the policy titled Public School Academy Board of Director Method of Selection dated June 22, 2018, is adopted; and

BE IT FURTHER RESOLVED, that these provisions shall be implemented with new charter contracts and shall be phased in for existing schools as new charter contracts are issued. As of this date, the University Board has not issued any charter contracts for schools of excellence and strict discipline academies, but the method of selection process established by this resolution shall apply to any future school that is authorized. The University's Director of the Charter Schools Office is authorized to implement changes in the terms and conditions of charter contracts to fully execute these provisions.

I, the undersigned, as Secretary of the Eastern Michigan University Board of Regents, do hereby certify the foregoing resolution was adopted by the Eastern Michigan University Board of Regents at a public meeting held on the June 22, 2018, with a vote of eight for, zero opposed, and none abstaining.

By: _____

Eastern Michigan University
Board Secretary

Public School Academy Board of Director Method of Selection

The Eastern Michigan University Board of Regents ("University Board") declares that the method of selection, length of term, number of board members and other criteria shall be as follows:

Method of Selection and Appointment

The University Board shall prescribe the methods of appointment for members of the Academy Board. The University's Director of the Charter Schools Office is authorized to develop and administer an Academy Board selection and appointment process that includes a *Public School Academy Board Member Appointment Questionnaire* and is in accord with these provisions:

1. Except as provided in paragraph 4 below, the University Board shall appoint the initial and subsequent Academy Board of Directors by formal resolution. The University's Director of the Charter Schools Office shall recommend nominees to the University Board based upon a review of the nominees' *Public School Academy Board Member Appointment Questionnaire* and resume. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any and all Academy Board nominees proposed for appointment.
2. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. The Academy Board shall recommend to the Director of the Charter Schools Office at least one nominee for each vacancy. Nominees shall submit the *Public School Academy Board Member Appointment Questionnaire* for review by the University's Charter Schools Office. The Director of the Charter Schools Office may or may not recommend appointment of a nominee submitted by the Academy Board. If the Director of the Charter Schools Office does not recommend the appointment of a nominee submitted by the Academy Board, he/she may select and recommend another nominee or may request the Academy Board submit a new nominee for consideration.
3. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.
4. Under exigent conditions, and with the approval of the University Board's Chair, the University's Director of the Charter Schools Office may appoint a qualified individual to serve as a member of the Academy Board. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any appointments made under the exigent conditions provision.

Length of Term

The director of an Academy Board shall serve at the pleasure of the University Board. Terms of the initial position of an Academy's Board of Directors shall be staggered in accordance with *The Academy Board of Director Table of Staggered Terms and Appointments* established and administered by the University's Charter Schools Office. Subsequent appointments shall be for a term of office not to exceed three (3) years, except as prescribed by *The Academy Board of Director Table of Staggered Terms and Appointments*.

Number of Directors

The number of board member positions shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University Board. If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the University Board or the University's Director of the Charter Schools Office may deem that failure an exigent condition.

A vacancy may be left on the initial Academy Board for a parent or guardian representative to allow sufficient time for the Academy Board to interview and identify potential nominees.

Qualifications of Members

To be qualified to serve on an Academy's Board of Directors, a person shall, among other things: (a) be a citizen of the United States; (b) be a resident of the State of Michigan; (c) submit all materials requested by the University's Charter Schools Office including, but not limited to, the *Public School Academy Board Member Appointment Questionnaire* which must include authorization to process a criminal background check of the nominee; and (d) submit annually a conflicts of interest disclosure as prescribed by the University's Charter Schools Office.

The member of the Academy Board of Directors shall include (1) at least one parent or guardian of a child attending the Academy; and (2) one professional educator, preferably a person with school administrative experience. The Academy's Board of Directors shall include representation from the local community in which the Academy serves.

The members of the Academy's Board of Directors shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) Academy employees or independent contractors performing services for the Academy; (3) any current or former director, officer, or employee of an educational management company that contracts with the Academy; and (4) University officials or employees.

Oath of Public Office

Before beginning their service, all members of the Academy's Board of Directors shall take and sign the constitutional oath of office before a justice, judge, or clerk of a court, or before a notary public. The Academy shall cause a copy of such oath of office to be filed with the University's Charter Schools Office. No appointment shall be effective prior to the taking, signing and filing of the oath of public office.

Removal and Suspension

If at any time the University Board determines that an Academy Board member's service is no longer necessary, then the University Board may remove an Academy Board member with or without cause by notifying the affected Academy Board member. The notice shall specify the date when the Academy Board member's service ends. Any Academy Board member may also be removed by a two-thirds (2/3) vote of the Academy Board for cause.

Under exigent conditions, with the approval of the University Board Chair, the Director of the Charter Schools Office may suspend or remove a member of the Academy Board, if in his/her judgement the member's fitness for office is in question and/or the member's continued presence on the Academy Board would constitute a risk to persons or property or would significantly impair the operations of the Academy. Any suspensions or removals made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. The University Board reserves the right to review, rescind, modify, ratify, or approve any suspension or removal actions taken pursuant to this paragraph.

Tenure

Each Academy Board member shall hold office until the member's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Resignation

Any Academy Board member may resign at any time by providing written notice to the Academy or the University's Charter Schools Office. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board, the University Board, or the University's Director of the Charter Schools Office, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method of selection adopted by the University Board.

Board Vacancies

An Academy Board vacancy shall occur because of death, resignation, replacement, removal, failure to maintain United States citizenship or residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as specified in the Code.

Compensation

Academy Board members shall serve as volunteer directors and without compensation for their respective services. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses incidental to their duties as Academy Board members.

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

REISSUANCE OF CHARTER – ANN ARBOR LEARNING COMMUNITY (K-12)

REISSUANCE OF CHARTER – ACADEMY FOR BUSINESS AND TECHNOLOGY (K-12)

REISSUANCE OF CHARTER – GREAT LAKES ACADEMY (K-6)

REISSUANCE OF CHARTER -- HOPE ACADEMY (K-8)

ACTION REQUESTED

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Ann Arbor Learning Community* and authorize the president of the University to execute a new two-year contract which will expire June 30, 2022.

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for the *Academy for Business and Technology* and authorize the president of the University to execute a new five-year contract which will expire June 30, 2025.

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Great Lakes Academy* and authorize the president of the University to execute a new four-year contract which will expire June 30, 2024.

It is recommended that the Eastern Michigan University Board of Regents reissue the charter for *Hope Academy* and authorize the president of the University to execute a new five-year contract which will expire June 30, 2025.

Accompanying this recommendation are profiles of Ann Arbor Learning Community, Academy for Business and Technology, Great Lakes Academy and Hope Academy.

SCHOOL PROFILES

Ann Arbor Learning Community

Ann Arbor Learning Community (AALC) opened as a K-6 school in 1998. In 2018-19 the academy was approved to expand enrollment to K-12 with a blended-learning high school academy. The overall enrollment for 2019-20 was 320 students. The student body is comprised of a wide diversity of social and economic backgrounds from Ann Arbor, Ypsilanti and several surrounding communities.

AALC is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning.

AALC is proud of the following accomplishments:

- The high school moved to a new location in Pittsfield Township at 4377 Textile Road. This new facility provides a larger community area, a gymnasium, and a stage for future performances.
- Students in the middle school recently competed in the Michigan History Day competition. Students created intensive projects based the theme, “Triumph and Tragedy.” One exhibit, “The Italian Hall Mining Disaster,” and two websites, “Women’s Suffrage” and “Frederick-Douglas’s Life and Death” advanced to the state finals.
- Expansion of its academic offerings to include a blended-learning high school academy.

Academy for Business and Technology

The Academy for Business and Technology Elementary School (ABTE) is a school of choice in Dearborn, Michigan enrolling students in grades K-5. Presently, ABTE has an enrollment of 275 students in grades K-5. ABTE is fully accredited by AdvancEd and the North Central Association on Accreditation and School Improvement. ABTE offers a challenging curriculum which is aligned to the State of Michigan Standards.

The vision of ABTE is, “Academic Success for All,” and, as such, the goal is to provide the academic support system necessary to make this a reality for every student. This is accomplished by providing a safe, secure school culture, a Positive Behavior Intervention Support system, an English as a Second Language program, tutoring for all grade levels, a summer academic camp, and a structured Multi-Tier System of Supports (MTSS) program designed to bring all students to grade level achievement.

ABTE is proud to offer:

- **Highly Qualified Staff:** Teachers who are highly qualified and dedicated. They go above and beyond for our students and families.
- **Multi-Tier-Systems of Support (MTSS):** A system to support students who are struggling academically and behaviorally.
- **Michigan School Safety Grant:** ABT was the recipient of the Michigan School Safety Grant. Through the grant they were able to ensure that all exterior doors were secure as well as having cordless phones installed throughout the school.
- **Renovated School:** During the summer of 2018, they replaced all of the flooring in the classrooms and various districts around the school donated more than 200 desks, 50 tables, 200 chairs, office furniture, and carpets.

The Academy for Business and Technology Secondary School (ABT MS/HS) is a tuition free public charter school located in Melvindale, MI that serves 285 students in grades 6-12. This school is accredited by the North Central Association. ABT MS/HS offers a rigorous curriculum aligned to the State of Michigan standards that prepares students to be college ready. In addition

to the core-curriculum, ABT MS/HS offers classes to create well-rounded students in the areas of science, technology, engineering, mathematics (STEM) and business.

ABT MS/HS operates with the foundational belief that all students can learn. They dedicate resources to supporting students both academically and socially. For example, ABT MS/HS offers free after-school tutoring, school day academic and behavior support through the Multi-Tiered System of Support (MTSS) program, social work services, and guidance counseling. By working with their various community partners, ABT MS/HS also offers students a variety of experiences to learn, grow and become productive citizens. This includes college fairs and tours, career day speakers, and field trip opportunities. ABT MS/HS also offers several sports programs including football, softball, basketball and cheerleading.

ABT Middle/High School is most proud of the following accomplishments:

- Implementing a robotics team which participated in several competitions and increased the school's ranking at each competition.
- Exposing our students to several colleges and universities via campus tours such as: Eastern Michigan University, Michigan State University, University of Michigan, Western Michigan University, Henry Ford College, Grand Valley State University, Wayne County Community College District and Wayne State University.

Great Lakes Academy

Great Lakes Academy is celebrating 23 years of service to the city of Pontiac. Great Lakes Academy began operations in the fall of 1997 as a K-3 school. The school added a grade level each year for the first five years, leading to the current configuration of providing a public education for 151 students in grades K-8. Presently, Great Lakes Academy has an enrollment of 155 students.

Great Lakes Academy's programming is built around the shared vision of educating children in a safe and nurturing environment. Great Lakes Academy is committed to giving every student the opportunity to be responsible for their academic success and to put them on the path to lifelong learning.

Great Lakes Academy is most proud of these achievements:

- Exceeded last year's scores in reading and math in the NWEA Assessment.
- Talented, dedicated and highly qualified teachers.
- Experienced school leader.
- Chromebooks for every student
- School-wide field trips
- After school tutoring
- Summer school
- Smaller class size
- Extended learning day
- Full-day kindergarten
- Peaceful learning environment
- Individualized learning paths for each student

Hope Academy

Hope Academy began the process, promise and commitment to educate students in July 1998, enrolling 288 students in kindergarten through 3rd grade. Presently, Hope Academy has an enrollment of 500 students in grades K-8. Each grade cluster contains 2-3 classes. Students in grades 4-8 are departmentalized. All Hope Academy teachers are certified and highly qualified.

To enrich the students' education, Hope Academy offers students music, physical education, instructional technology, and science labs for both elementary and middle school students. As Hope Academy implements the Common Core State Standards (CCSS) in all academic classes, the special subject and special education teachers are responsible for including the CCSS in their lesson planning and classroom instruction. The Academy also offers intervention classes to meet the challenges of diverse learners and special needs students. Programs are designed for students who are exceeding the standards consistently at Hope Academy. All Hope Academy students are challenged to reach greater heights.

Hope Academy continues to engage students in extracurricular activities to enhance their learning experiences. Its overall focus is to provide a well-rounded education that addresses the needs of the whole child. In-school and after-school tutorial services and programs include: academic games, Boy and Girl Scouts, basketball leagues for boys and girls, academic tutoring, Spanish, chess club, art, drama, Boys to Men male mentoring, and summer school programs.

Hope Academy is most proud of the following accomplishments:

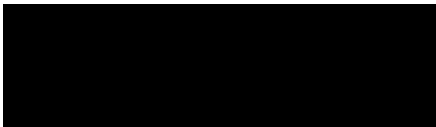
- Establishing a district-wide Multi-Tiered System of Support (MTSS). This includes a procedural guide for academics and behavior.
- Professional Learning was impactful and included the five (5) power strategies for improving student academic achievement: Reciprocal Teaching; Gradual Release Method; Cornell notes; Close Reading; and Frayer Model Vocabulary.
- All staff receive on-going training in restorative practices and differentiated instruction.

FISCAL IMPLICATIONS

None.

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.



June 1, 2020

University Executive Officer

Date

**TERMS AND CONDITIONS
OF CONTRACT**

DATED: JULY 1, 2020

ISSUED BY

THE EASTERN MICHIGAN UNIVERSITY BOARD OF REGENTS

TO

**ACADEMY FOR BUSINESS & TECHNOLOGY
(A PUBLIC SCHOOL ACADEMY)**

CONFIRMING THE STATUS OF

ACADEMY FOR BUSINESS & TECHNOLOGY

AS A

PUBLIC SCHOOL ACADEMY

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Exhibit A

Schedules

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Michigan Legislature has authorized an alternative form of public school designated a “public school academy” to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Michigan Legislature has delegated to the governing boards of state public universities, community college boards, including tribally controlled community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and

WHEREAS, the Eastern Michigan University Board of Regents has considered the authorization of the Academy and has approved the issuance of a contract to the Academy;

NOW, THEREFORE, pursuant to the Revised School Code, the University Board grants a contract conferring certain rights, franchises, privileges, and obligations of a public school academy and confirms the status of a public school academy in this state to the Academy. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions:

ARTICLE I

DEFINITIONS

Section 1.1. Certain Definitions. For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

- (a) “Academy” means the Michigan nonprofit corporation named Academy for Business & Technology Academy which is established as a public school academy pursuant to this Contract.
- (b) “Academy Board” means the Board of Directors of the Academy.
- (c) “Applicable Law” means all state and federal law applicable to public school academies.
- (d) “Application” means the public school academy application and supporting documentation submitted to the University Board for the establishment of the Academy and supplemented by material submitted pursuant to the University Board’s requirements for reauthorization.

- (e) “Authorizing Resolution” means the Resolutions adopted by the University Board on June 18, 2020.
- (f) “Charter Schools Director” means the person designated by the University Board to administer the operations of the Charter Schools Office.
- (g) “Charter Schools Office” or “CSO” means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is also responsible for administering the University Board’s responsibilities with respect to the Contract.
- (h) “Code” means the Revised School Code, Act No. 451 of the Public Acts of 1976, as amended, being Sections 380.1 to 380.1852 of the Michigan Compiled Laws.
- (i) “Community District” means a community school district created under part 5B of the Code, MCL 380.381 et seq.
- (j) “Conservator” means an individual appointed by the University President in accordance with Section 10.9 of these Terms and Conditions.
- (k) “Contract” means, in addition to the definition set forth in the Code, these Terms and Conditions, Exhibit A containing the Authorizing Resolution and the Resolution, the Master Calendar, the ESP Policies, the Lease Policies, the Schedules, and the Application.
- (l) “Department” means the Michigan Department of Education, established pursuant to Article VII, Section 3 of the Michigan Constitution of 1963 and created pursuant to Section 16.400 of the Michigan Compiled Laws.
- (m) “Director” means a person who is a member of the Academy Board of Directors.
- (n) “Educational Service Provider” or “ESP” means an educational management organization as defined under section 503c of the Code, MCL 380.503c, that has entered into a contract or agreement with the Academy Board for operation or management of the Academy, which contract has been submitted to the Charter Schools Director for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director, and is consistent with the CSO Educational Service Provider Policies, as they may be amended from time to time, and Applicable Law.
- (o) “Educational Service Provider Policies” or “ESP Policies” means those policies adopted by the Charter Schools Director that apply to a Management Agreement. The Charter Schools Director may, at any time and at his or her sole discretion, amend the ESP Policies. The ESP Policies in effect as of this date are incorporated and part of this Contract. Upon amendment, changes

to the ESP Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

- (p) “Fund Balance Deficit” means the Academy has more liabilities than assets at the end of any given school fiscal year, and includes any fiscal year where the Academy would have had a budget deficit but for a financial borrowing by the Academy or a monetary contribution by an Educational Service Provider or other person or entity to the Academy. If the Academy receives a gift or grant of money or financial support from an Educational Service Provider or other person or entity that does not require repayment by the Academy, and is not conditioned upon the actions or inactions of the Academy or the Academy Board, then such gift or grant shall not constitute a financial borrowing or contribution for purposes of determining a Fund Balance Deficit.
- (q) “Lease Policies” means those policies adopted by the Charter Schools Office that apply to real property lease agreements entered into by the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Lease Policies. The Lease Policies in effect as of this date are incorporated into and part of this Contract. Upon amendment, changes to the Lease Policies shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (r) “Management Agreement” or “ESP Agreement” means an agreement as defined under section 503c of the Code, MCL 380.503c, that has been entered into between an ESP and the Academy Board for the operation and/or management of the Academy, which has been submitted to the Charter Schools Office for review as provided in Section 11.11 and has not been disapproved by the Charter Schools Director.
- (s) “Master Calendar” or “MCRR” means the Master Calendar of Reporting Requirements developed and administered by the Charter Schools Office setting forth a reporting time line for certain financial, administrative, facility, Academy Board and educational information relating to the Academy. The Charter Schools Director may, at any time and at his or her sole discretion, amend the Master Calendar. Upon amendment, changes to the Master Calendar shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.
- (t) “President” means the President of Eastern Michigan University or his or her designee.
- (u) “Resolution” means the resolution adopted by the University Board on June 22, 2018 establishing the standard method of selection, length of term

and number of members format for public school academies issued a Contract by the University Board, as amended from time to time.

- (v) “Schedules” means the following Contract documents of the Academy: Schedule 1: Articles of Incorporation, Schedule 2: Bylaws, Schedule 3: Fiscal Agent Agreement, Schedule 4: Oversight Agreement, Schedule 5: Description of Staff Responsibilities, Schedule 6: Physical Plant Description and Schedule 7: Required Information for Public School Academies.
- (w) “State Board” means the State Board of Education, established pursuant to Article 8, Section 3 of the 1963 Michigan Constitution and MCL 388.1001 et seq.
- (x) “State School Reform/Redesign Office” means the office created within the Michigan Department of Technology Management and Budget by Executive Reorganization Order 2015-02, codified at MCL 18.445, and transferred from the Michigan Department of Technology Management and Budget to the Michigan Department of Education by Executive Reorganization Order 2017-02, codified at MCL 388.1282.
- (y) “Superintendent” means the Michigan Superintendent of Public Instruction.
- (z) “Terms and Conditions” means this document entitled “Terms and Conditions of Contract, Dated July 1, 2020, Issued by the Eastern Michigan University Board of Regents to Academy of Business & Technology Confirming the Status of Academy of Business & Technology as a public school academy.”
- (aa) “University” means Eastern Michigan University, a state public university, established pursuant to Article VIII, Sections 4 and 6 of the Michigan Constitution of 1963 and MCL 390.551 *et seq.*
- (bb) “University Board” means the Eastern Michigan University Board of Regents, an authorizing body as designated under Section 501 of the Code, MCL 380.501.
- (cc) “University Board Chairperson” means the Chairperson of the Eastern Michigan University Board of Regents or his or her designee.
- (dd) “University Charter Schools Hearing Panel” or “Hearing Panel” means such person(s) as designated by the University Board Chairperson.

Section 1.2. Captions. The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

Section 1.3. Gender and Number. The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

Section 1.4. Statutory Definitions. Statutory terms defined in Part 6A of the Code shall have the same meaning in this Contract.

Section 1.5. Schedules. All Schedules to this Contract are incorporated into, and made part of, this Contract.

Section 1.6. Application. The Application submitted to the University Board for the establishment of the Academy is incorporated into, and made part of, this Contract. Portions of the Applicant's Application have been incorporated into this Contract. In the event that there is an inconsistency or dispute between materials in the Application and the Contract, the language or provisions in the Contract shall control.

Section 1.7. Conflicting Contract Provisions. In the event that there is a conflict between language contained in the provisions of this Contract, the Contract shall be interpreted as follows: (i) the Resolution shall control over any other conflicting language in the Contract; (ii) the Authorizing Resolution shall control over any other conflicting language in the Contract with the exception of language in the Resolution; (iii) the Terms and Conditions shall control over any other conflicting language in the Contract with the exception of language in the Resolution and the Authorizing Resolution; and (iv) the Articles of Incorporation shall control over any other conflicting language in the Contract with the exception of language in the Resolution, Authorizing Resolution and these Terms and Conditions.

ARTICLE II

RELATIONSHIP BETWEEN THE ACADEMY AND THE UNIVERSITY BOARD

Section 2.1. Constitutional Status of Eastern Michigan University. The University is a constitutionally established body corporate operating as a state public university. In approving this Contract, the University Board voluntarily exercises additional powers given to the University Board under the Code. Nothing in this Contract shall be deemed to be any waiver of the University Board's constitutional autonomy and powers and the Academy shall not be deemed to be a part of the University. If applicable, the University Board has provided to the Department the accreditation notice required under Section 502 of the Code, MCL 380.502.

Section 2.2. Independent Status of the Academy. The Academy is a body corporate and governmental entity authorized by the Code. The Academy is organized and shall operate as a public school academy and a nonprofit corporation. The Academy is not a division or part of the University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract or other agreements between the University Board and the Academy, if applicable.

Section 2.3. Financial Obligations of the Academy Are Separate From the State of Michigan, University Board and the University. Any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy and a third party shall not in any way constitute an obligation, either general, special, or moral, of the State of Michigan, the

University Board, or the University. Neither the full faith and credit nor the taxing power of the State of Michigan or any agency of the State, nor the full faith and credit of the University Board or the University shall ever be assigned or pledged for the payment of any Academy contract, agreement, note, mortgage, loan or other instrument of indebtedness.

Section 2.4. Academy Has No Power To Obligate or Bind State of Michigan, University Board or the University. The Academy has no authority whatsoever to enter into any contract or other agreement that would financially obligate the State of Michigan, University Board or the University, nor does the Academy have any authority whatsoever to make any representations to lenders or third parties, that the State of Michigan, University Board or the University in any way guarantee, are financially obligated, or are in any way responsible for any contract, agreement, note, mortgage, loan or other instrument of indebtedness entered into by the Academy.

ARTICLE III

ROLE OF THE UNIVERSITY BOARD AS AUTHORIZING BODY

Section 3.1. University Board Resolutions. The University Board has adopted the Resolution providing for the method of selection, length of term, number of Directors and the qualification of Directors. The University Board has adopted the Authorizing Resolution which approves the issuance of this Contract. The Resolution and the Authorizing Resolution are hereby incorporated into this Contract as Exhibit A. At anytime and at its sole discretion, the University Board may amend the Resolution. Upon University Board approval, changes to the Resolution shall automatically be incorporated into this Contract and shall be exempt from the amendment procedures under Article IX of these Terms and Conditions.

Section 3.2. University Board as Fiscal Agent for the Academy. The University Board is the fiscal agent for the Academy. As fiscal agent, the University Board assumes no responsibility for the financial condition of the Academy. The University Board is not liable for any debt or liability incurred by or on behalf of the Academy, or for any expenditure approved by or on behalf of the Academy Board. Except as provided in the Oversight Agreement and Article X of these Terms and Conditions, the University Board shall promptly, within ten (10) business days of receipt, forward to the Academy all state school aid funds or other public or private funds received by the University Board for the benefit of the Academy. The responsibilities of the University Board, the State of Michigan, and the Academy are set forth in the Fiscal Agent Agreement incorporated herein as Schedule 3.

Section 3.3. Oversight Responsibilities of the University Board. The University Board has the responsibility to oversee the Academy's compliance with the Contract and all Applicable Law. The responsibilities of the Academy and the University Board are set forth in the Oversight Agreement executed by the parties and incorporated herein as Schedule 4.

Section 3.4. Reimbursement of University Board Expenses. The Academy shall pay the University Board an administrative fee to reimburse the University Board for the expenses

associated with the execution of its authorizing body and oversight responsibilities. The terms and conditions of the administrative fee are set forth in Schedule 4.

Section 3.5. University Board Approval of Condemnation. In the event that the Academy desires to acquire property pursuant to the Uniform Condemnation Procedures Act or other applicable statutes, it shall obtain express written permission for such acquisition from the University Board. The Academy shall submit a written request to the Charter Schools Office describing the proposed acquisition and the purpose for which the Academy desires to acquire the property. The Charter Schools Director will generate a recommendation for consideration by the University Board with regard to the proposed acquisition. The request and the Charter Schools Director's recommendation will be submitted by the Charter Schools Director for the University Board's consideration in accordance with the University Board's generally applicable timelines and policies for the agendas of regularly-scheduled University Board committee meetings and formal sessions of the University Board. No acquisition may be made until the approval of the University Board is obtained by resolution adopted at a formal session of the University Board.

Section 3.6. Authorization of Employment. The University Board authorizes the Academy to employ or contract directly with personnel according to the position information outlined in Schedule 5. However, the Academy Board shall prohibit any individual from being employed by the Academy, an Educational Service Provider or an employee leasing company involved in the operation of the Academy, in more than one (1) full-time position and simultaneously being compensated at a full-time rate for each of these positions. Additionally, the Academy Board shall require each individual who works at the Academy to disclose to the Academy Board any other public school or Educational Service Provider at which that individual works or to which that individual provides services. An employee hired by the Academy shall be an employee of the Academy for all purposes and not an employee of the University for any purpose. With respect to employees who are directly employed by the Academy, the Academy shall have the power and responsibility to (i) recruit, select and engage employees; (ii) pay their wages; (iii) evaluate performance; (iv) discipline and dismiss employees; and (v) control the employees' conduct, including the method by which the employee carries out his or her work. The Academy Board shall be responsible for carrying workers' compensation insurance and unemployment insurance for its employees. The Academy shall ensure that the term or length of any employment contract or consultant agreement does not extend beyond the term of this Contract and shall terminate in the event this Contract is revoked or terminated. In no event may an Academy employee's employment contract term, inclusive of automatic renewals, extend beyond the term of this Contract.

Section 3.7. Charter Schools Director Review of Certain Financing Transactions. If the Academy proposes to (i) finance the acquisition, by lease, purchase, or other means, of facilities or equipment, or renovation of facilities, in excess of \$150,000, pursuant to arrangements calling for payments over a period greater than one (1) year, and which include a pledge, assignment or direction to one or more third parties of a portion of the funds to be received by the Academy from the State of Michigan pursuant to the State School Aid Act of 1979, as amended, being MCL 388.1601 et seq., or (ii) direct that a portion of its State School Aid Payments be forwarded by the University Board to a third party account for the payment of Academy debts and liabilities, the Academy shall submit the transaction to the Charter Schools Office for prior review by the Charter Schools Director, as designee of the University Board, in the manner provided herein. The

Academy shall, not later than thirty (30) days prior to the proposed closing date of the transaction, submit a written request to the Charter Schools Director describing the proposed transaction and the facilities or equipment to be acquired with the proceeds thereof (if any), and in the case of a transaction described in subparagraph (ii) of this Section, (a) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; (b) a copy of a State School Aid Payment Agreement and Direction document that is in a form acceptable to the Charter Schools Office; and (c) copies of such other documentation regarding the transaction which is the subject of the proposed direct intercept as the Charter Schools Office may request. Unless the Charter Schools Director extends the review period, within thirty (30) days of receiving a written request in compliance with this Section, the Charter Schools Director shall notify the Academy if the proposed transaction is disapproved. The Charter Schools Director may disapprove the proposed transaction if, in his or her judgment, the proposed transaction violates this Contract or Applicable Law. If the proposed transaction is disapproved, such disapproval may, but shall not be required to, state one or more conditions which, if complied with by the Academy and any lender, lessor, seller or other party, would cause such disapproval to be deemed withdrawn. No transaction described in this Section may be entered into that is disapproved by the Charter Schools Director. By not disapproving a proposed transaction, the Charter Schools Director is in no way giving approval of the proposed transaction, or any of the terms or conditions thereof.

Section 3.8. Authorizing Body Contract Authorization Process. Pursuant to the Code, the University Board is not required to issue a contract to the Academy. This Contract is for a fixed term and will expire at that end of the Contract Term set forth in Section 12.9 without any further action of either the Academy or the University Board. Consistent with the Code, the University Board may elect, at its sole discretion, not to consider the issuance of a contract, consider reauthorization of the Academy and elect not to issue a contract, or consider reauthorization of the Academy and issue a contract for a fixed term. The timeline and process for consideration of whether to issue a new contract to the Academy shall be solely determined by the CSO. The CSO may provide to the Academy a description of the timeline and process by which the Academy may be considered for issuance of a new contract. The standards for the issuance of a new contract shall include increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the CSO as the most important factor of whether to issue or not issue a new contract. The CSO, at its own discretion, may change its timeline and process for issuance of a new contract at any time, and any such changes shall take effect automatically without the need for any amendment to the Contract.

Section 3.9. University Board's Invitation to Academy to Apply For Conversion to Schools of Excellence. If the University Board is interested in accepting applications to issue contracts to charter Schools of Excellence under Part 6E of the Code, and the University Board determines that the Academy meets the University Board's and the Code's eligibility criteria for applying to convert the Academy to a School of Excellence, then the University Board may invite the Academy to submit an application to apply for a contract to convert the Academy to a school of excellence. In accordance with the Code, the University Board shall establish its own competitive application process and provide the necessary forms and procedures to eligible public school academies.

ARTICLE IV

REQUIREMENT THAT THE ACADEMY ACT SOLELY AS GOVERNMENTAL ENTITY

Section 4.1. Limitation on Actions in Performance of Governmental Functions. The Academy shall act exclusively as a governmental entity and shall not undertake any action inconsistent with its status as a governmental entity authorized to receive state school aid funds pursuant to Section 11 of Article IX of the State Constitution of 1963.

Section 4.2. Other Permitted Activities. Consistent with the provisions of this Contract, the Academy is permitted to engage in lawful activities that are not in derogation of the Academy's mission and status of operating a public school academy or that would not jeopardize the eligibility of the Academy for state school aid funds.

Section 4.3. Academy Board Members Serve In Their Individual Capacity. All Directors of the Academy Board shall serve in their individual capacity, and not as a representative or designee of any other person or entity. A person who does not serve in their individual capacity, or who serves as a representative or designee of another person or entity, shall be deemed ineligible to continue to serve as a Director of the Academy Board. A Director who violates this Section shall be removed from office, in accordance with the removal provisions found in the Resolution or Schedule 2: Bylaws. As set forth in the Resolution, a Director serves at the pleasure of the University Board, and may be removed with or without cause at any time.

Section 4.4. Incompatible Public Offices and Conflicts of Interest Statutes. The Academy shall comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited conflicts of interest for purposes of this Contract:

- (a) An individual simultaneously serving as an Academy Board member and as an owner, officer, director, employee or consultant of or independent contractor to an Educational Service Provider or an employee leasing company, or a subcontractor to an Educational Service Provider or an employee leasing company that has an ESP Agreement with the Academy;
- (b) An individual simultaneously serving as an Academy Board member and an Academy employee;
- (c) An individual simultaneously serving as an Academy Board member and an independent contractor to the Academy;
- (d) An individual simultaneously serving as an Academy Board member and a member of the governing board of another public school;

- (e) An individual simultaneously serving as an Academy Board member and a University official, employee, or paid consultant, as a representative of the University; and
- (f) An individual simultaneously serving as an Academy Board member and having an ownership or financial interest in any real or personal property leased or subleased to the Academy.

Section 4.5. Prohibition of Identified Family Relationships. The Academy Board shall prohibit specifically identified family relationships pursuant to Applicable Law and the Terms and Conditions of this Contract. Notwithstanding any other provision of this Contract, the following shall be deemed prohibited familial relationships for the purposes of this Contract:

- (a) No person shall be appointed or reappointed to serve as an Academy Board member if the person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner:
 - (i) Is employed by the Academy;
 - (ii) Works at or is assigned to work at the Academy;
 - (iii) Has an ownership, officer, policymaking, managerial, administrative non-clerical, or other significant role with the Academy's ESP or employee leasing company; or
 - (iv) Has an ownership or financial interest in any school building lease or sublease agreement with the Academy.
- (b) The Academy Board shall require each individual who works at the Academy to annually disclose any familial relationship with any other individual who works at, or provides services to, the Academy. For purposes of this subsection, familial relationship means a person's mother, mother-in-law, father, father-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse or same-sex domestic partner.

Section 4.6. Dual Employment Positions Prohibited. Any person working at the Academy is prohibited by law from being employed at the Academy in more than one full-time position and simultaneously being compensated for each position.

Section 4.7. Oath of Public Office. Academy Board members are public officials. Before entering upon the duties of a public school board member, each Academy Board member shall take, sign and file the constitutional oath of office with the Charter Schools Office.

Section 4.8. Academy Counsel. The Academy Board shall select, retain and pay legal counsel to represent the Academy. The Academy shall not retain any attorney to represent the Academy if the attorney or the attorney's law firm also represents the Academy's Educational Service Provider or any person or entity leasing real property to the Academy, if any.

ARTICLE V

CORPORATE STRUCTURE OF THE ACADEMY

Section 5.1. Nonprofit Corporation. The Academy shall be organized and operated as a public school academy corporation organized under the Michigan Nonprofit Corporation Act, as amended, Act No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan Compiled Laws. Notwithstanding any provision of the Michigan Nonprofit Corporation Act, as amended, the Academy shall not take any action inconsistent with the provisions of Part 6A of the Code or other Applicable Law.

Section 5.2. Articles of Incorporation. The Articles of Incorporation of the Academy, as set forth in Schedule 1, shall be the Articles of Incorporation of the Academy. Any subsequent amendments to the Academy's Articles of Incorporation shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.3. Bylaws. The Bylaws of the Academy, as set forth in Schedule 2, shall be the Bylaws of the Academy. Any subsequent amendments to the Academy's Bylaws shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 5.4. Quorum. Notwithstanding any document in the Contract that is inconsistent with this Section, including the Academy's Articles of Incorporation and Bylaws, a quorum of the Academy Board that is necessary to transact business and to take action shall be a majority of the Academy Board members as set by the Authorizing Resolution.

ARTICLE VI

OPERATING REQUIREMENTS

Section 6.1. Governance Structure. The Academy shall be organized and administered under the direction of the Academy Board and pursuant to the Governance Structure as set forth in Schedule 7a. The Academy shall have four officers: President, Vice-President, Secretary and Treasurer. The officer positions shall be filled by persons who are members of the Academy Board. A description of their duties is included in Schedule 2.

Section 6.2. Educational Goals. The Academy shall pursue the educational goals identified in Schedule 7b. The educational goals shall include demonstrated improved pupil academic achievement for all groups of pupils.

Section 6.3. Educational Programs. The Academy shall deliver the educational programs identified in Schedule 7c.

Section 6.4. Curriculum. The Academy shall implement and follow the curriculum identified in Schedule 7d.

Section 6.5. Method of Pupil Assessment. The Academy shall evaluate pupils' work based on the assessment strategies identified in Schedule 7e. To the extent applicable, pupil performance at the Academy shall be assessed using the Michigan Student Test of Educational

Progress (“M-STEP”) or the Michigan Merit Examination (“MME”) designated under the Code. The Academy shall provide the Charter Schools Office with copies of reports, assessments and test results concerning the following:

- (a) educational outcomes achieved by pupils attending the Academy and other reports reasonably requested by the Charter Schools Office;
- (b) an assessment of the student performances at the end of each academic school year or at such other times as the University Board may reasonably request;
- (c) an annual education report in accordance with the Code;
- (d) an annually administered nationally recognized norm-referenced achievement test for the Academy’s grade configuration, or a program of testing approved by the Charter Schools Office; and
- (e) all tests required under Applicable Law.

Section 6.6. Application and Enrollment of Students. The Academy shall comply with the application and enrollment policies identified in Schedule 7f. With respect to the Academy’s pupil admissions process, the Academy shall provide any documentation or information requested by the Charter Schools Office that demonstrates the following:

- (a) The Academy has made a reasonable effort to advertise its enrollment efforts to all pupils; and
- (b) The Academy’s open enrollment period was for a duration of at least 2 weeks and permitted the enrollment of pupils at times in the evening and on weekends.

Section 6.7. School Calendar and School Day Schedule. The Academy shall comply with the school calendar and school day schedule guidelines as set forth in Schedule 7g.

Section 6.8. Age or Grade Range of Pupils. The Academy shall comply with the age and grade ranges as stated in Schedule 7h.

Section 6.9. Collective Bargaining Agreements. Collective bargaining agreements, if any, with employees of the Academy shall be the responsibility of the Academy.

Section 6.10. Accounting Standards. The Academy shall at all times comply with generally accepted public sector accounting principles and accounting system requirements that comply with the Code, this Contract, the State School Aid Act of 1979, as amended, and applicable State Board of Education and Department of Education rules.

Section 6.11. Annual Financial Statement Audit. The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy Board shall select, retain and pay the Academy’s independent auditor. The Academy Board shall not approve the retention of any independent auditor if that independent

auditor or the auditor's firm is also performing accounting and/or auditing services for the Academy's Educational Service Provider, if applicable. In accordance with timeframes set forth in the Master Calendar, the Academy shall submit one (1) copy of the annual financial statement audit, auditor's management letters and any responses to auditor's management letters to the Charter Schools Office.

Section 6.12. Address and Description of Physical Plant; Process for Expanding Academy's Site Operations. The address and description of the physical plant for the Academy is set forth in Schedule 6. With the approval of the University Board, the Academy Board may operate the same configuration of age or grade levels at more than one (1) site if each configuration of age or grade levels and each site identified in Schedule 6 are under the direction and control of the Academy Board.

The University Board's process for evaluating and approving the same configuration of age or grade levels at more than one (1) site is as follows:

By formal resolution, the Academy Board may request the authority to operate the same configuration of age or grade levels at more than one site. The Academy Board shall submit to the CSO a contract amendment, in a form and manner determined by the CSO. The contract amendment shall include all information requested by the CSO, including detailed information about the site, the Academy's proposed operations at the site and the information provided in Contract Schedules 4, 5, 6 and 7. Upon receipt of a complete contract amendment, the Charter Schools Director shall review the contract amendment and make a determination regarding whether the Academy's request for site expansion should be approved. A positive determination by the Charter Schools Director of the contract amendment shall include a determination by the Charter Schools Director that the Academy is operating in compliance with the Contract and is making measureable progress toward meeting the Academy's educational goals. If the Charter Schools Director approves the Academy Board's site expansion request contract amendment, the Contract shall be amended in accordance with Article IX of these Terms and Conditions. The Charter Schools Director reserves the right to modify, reject or approve any site expansion request contract amendment in its sole and absolute discretion.

Section 6.13. Contributions and Fund Raising. The Academy may solicit and receive contributions and donations as permitted by law. No solicitation shall indicate that a contribution to the Academy is for the benefit of the University or the University Board.

Section 6.14. Disqualified Organizational or Contractual Affiliations. The Academy shall comply with all state and federal law applicable to public schools concerning church-state issues. To the extent disqualified under the state or federal constitutions, the Academy shall not be organized by a church or other religious organization and shall not have any organizational or contractual affiliation with or constitute a church or other religious organization. Nothing in this Section shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief.

Section 6.15. Method for Monitoring Academy's Compliance with Applicable Law and Performance of its Targeted Educational Outcomes. The Academy shall perform the compliance certification duties required by the University Board and outlined in the Oversight Agreement set

forth as Schedule 4. In addition to the University Board's oversight responsibilities and other reporting requirements set forth in this Contract, the Academy's compliance certification duties shall serve as the method for monitoring the Academy's compliance with Applicable Law and its performance in meeting its educational goals.

Section 6.16. Matriculation Agreements. Before the Academy Board approves a matriculation agreement with another public school, the Academy shall provide a draft copy of the agreement to the Charter Schools Office for review. Any matriculation agreement entered into by the Academy shall be incorporated into Schedule 7 by contract amendment pursuant to Article IX of these Terms and Conditions.

Section 6.17. Postings of Accreditation Status. The Academy shall post notices to the Academy's homepage of its website disclosing the accreditation status of each school as required by the Code.

Section 6.18. New Public School Academies Located Within The Boundaries of A Community District. If the Academy is a new public school academy and either of the circumstances listed below in (a) or (b) apply to the Academy's proposed site(s), the Academy represents to the University Board, intending that the University Board rely on such representation as a precondition to issuing this Contract, that the Academy has a substantially different governance, leadership and curriculum than the public school previously operating at the site(s):

- (a) The Academy's proposed site is the same location as a public school that (i) is currently on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable; or (ii) has been on the list under Section 1280c(1), MCL 380.1280c(1) or Section 1280g(3), MCL 380.1280g(3), as applicable, during the immediately preceding 3 school years.
- (b) The Academy's proposed site is the same location of another public school academy, urban high school academy, school of excellence or strict discipline academy whose contract was revoked or terminated by an authorizing body under the applicable part or section of the Code.

Section 6.19. Part 6A Blended Learning Opportunities. The Academy shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in Section 5-O-D of the Department's Pupil Accounting Manual, related to a Part 6A public school academy that provides blended learning opportunities to its students.

ARTICLE VII

TUITION PROHIBITED

Section 7.1. Tuition Prohibited; Fees and Expenses. The Academy shall not charge tuition. The Academy may impose fees and require payment of expenses for activities of the Academy where such fees and payments are not prohibited by Applicable Law.

ARTICLE VIII

COMPLIANCE WITH APPLICABLE LAW

Section 8.1. Compliance with Applicable Law. The Academy shall comply with all applicable state and federal laws, including, but not limited to, to the extent applicable, the Code, the State School Aid Act of 1979, the Open Meetings Act, the Freedom of Information Act (“FOIA”), the Public Employment Relations Act, the Uniform Budgeting and Accounting Act, the Revised Municipal Finance Act of 2001, the Elliott-Larsen Civil Rights Act, the Persons with Disabilities Civil Rights Act, and Subtitle A of Title II of the Americans with Disabilities Act of 1990, Public Law 101-336, 42 USC & 12101 et seq. or any successor law. The Academy agrees to participate in state assessments, data collection systems, state level student growth models, state accountability and accreditation systems, and other public comparative data collection required for public schools. Additionally, the Academy shall comply with other state and federal laws which are applicable to public school academies. Nothing in this Contract shall be deemed to apply any other state or federal law to the Academy.

ARTICLE IX

AMENDMENT

Section 9.1. Amendments. The University Board and the Academy acknowledge that the operation and administration of a public school academy and the improvement of educational outcomes over time will require amendment of this Contract. In order to assure a proper balance between the need for independent development of the Academy and the statutory responsibilities of the University Board as an authorizing body, the parties have established a flexible process for amending this Contract.

Section 9.2. Process for Amendment Initiated by the Academy. The Academy, by a majority vote of its Board of Directors, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The proposal will be made to the University Board through its designee.

Section 9.3. Process for Amendment Initiated by the University Board. The University Board, or an authorized designee, may, at any time, propose specific changes in this Contract or may propose a meeting to discuss potential revision of this Contract. The University Board delegates to the Charter Schools Director the review and approval of changes or amendments to this Contract. The Academy Board may delegate to an officer of the Academy the review and negotiation of changes or amendments to this Contract. The Contract shall be amended as requested by the University Board upon a majority vote of the Academy Board.

Section 9.4. Final Approval of Amendments. Amendments to this Contract take effect only after they have been approved by the Academy Board and by the University Board or the Charter Schools Director. If the proposed amendment conflicts with any of the University Board’s general policies on public school academies, the proposed amendment shall take effect only after approval by the Academy and the University Board.

Section 9.5. Change in Existing Law. If, after the effective date of this Contract, there is a change in Applicable Law which alters or amends rights, the responsibilities or obligations of either the Academy or the University Board, this Contract shall be altered or amended to reflect the change in existing law as of the effective date of such change. To the extent possible, the responsibilities and obligations of the Academy and the University Board shall conform to and be carried out in accordance with the change in Applicable Law.

Section 9.6. Emergency Action on Behalf of University Board. Notwithstanding any other provision of this Contract to the contrary, the contents of this Section shall govern in the event of an emergency situation that arises between meetings of the University Board. An emergency situation shall be deemed to occur if the University President, in his or her sole discretion, determines that the facts and circumstances warrant that emergency action take place before the next meeting of the University Board. Upon the determination that an emergency situation exists, the University President may temporarily take action on behalf of the University Board with regard to the Academy or the Contract, so long as such action is in the best interest of the University Board and the University President consults with the University Board Chairperson prior to taking the intended actions. When acting during an emergency situation, the University President shall have the authority to act on behalf of the University Board, and such emergency action shall only be effective in the interim before the earlier of (a) rejection of the emergency action by the Chairperson of the University Board; or (b) the next meeting of the University Board. The University President shall immediately report such action to the University Board Chairperson for confirmation at the next meeting so that the emergency action continues or, upon confirmation by the University Board, becomes permanent.

ARTICLE X

CONTRACT TERMINATION, SUSPENSION, AND REVOCATION

Section 10.1. Statutory Grounds for Revocation. In addition to the other grounds for revocation in Section 10.2 and the automatic revocation in Section 10.3 of these Terms and Conditions, the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) Failure of the Academy to demonstrate improved pupil academic achievement for all groups of pupils or meet the educational goals and related measures set forth in this Contract;
- (b) Failure of the Academy to comply with all Applicable Law;
- (c) Failure of the Academy to meet generally accepted public sector accounting principles and demonstrate sound fiscal stewardship; or
- (d) The existence of one or more other grounds for revocation as specified in this Contract.

Section 10.2. Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 10.1 and the grounds for an automatic revocation set forth in Section

10.3 , the University Board may revoke this Contract, pursuant to the procedures set forth in Section 10.6, upon a determination that one or more of the following has occurred:

- (a) The Academy fails to achieve or demonstrate measurable progress toward achieving the educational goals and related measures identified in this Contract;
- (b) The Academy fails to properly implement, consistently deliver, and support the educational programs or curriculum identified in this Contract;
- (c) The Academy is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit;
- (d) The Academy has insufficient enrollment to successfully operate a public school academy, or the Academy has lost more than fifty percent (50%) of its student enrollment from the previous school year;
- (e) The Academy fails to fulfill the compliance and reporting requirements or defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Contract or, during the term of this Contract, it is discovered by the Charter Schools Office that the Academy failed to fulfill the compliance and reporting requirements or there was a violation of a prior Contract issued by the University Board;
- (f) The Academy files amendments to its Articles of Incorporation with the Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services without first obtaining the Charter Schools Office's approval;
- (g) The Charter Schools Office discovers grossly negligent, fraudulent or criminal conduct by the Academy's applicant(s), directors, officers, employees or agents in relation to their performance under this Contract; or
- (h) The Academy's applicant(s), directors, officers, employees or agents have provided false or misleading information or documentation to the Charter Schools Office in connection with the University Board's approval of the Application, the issuance of this Contract, or the Academy's reporting requirements under this Contract or Applicable Law.

Section 10.3. Automatic Amendment Of Contract; Automatic Termination of Contract If All Academy Sites Closed; Economic Hardship Termination. Except as otherwise provided in this Section 10.3, if the University Board is notified by the Department that an Academy site is subject to closure under section 507 of the Code, MCL 380.507 ("State's Automatic Closure Notice"), then this Contract shall automatically be amended to eliminate the Academy's authority to operate certain age and grade levels at the site or sites identified in the State's Automatic Closure Notice. If the State's Automatic Closure Notice includes all of the Academy's existing sites, then this Contract shall automatically be terminated at the end of the current school year in which either the

State's Automatic Closure Notice is received without any further action of the University Board or the Academy.

Following receipt of the State's Automatic Closure Notice, the Charter Schools Director shall forward a copy of the notice to the Academy Board and may request a meeting with the Academy Board representatives to discuss the Academy's plans and procedures for the elimination of certain age or grade levels at the identified site or sites, or if all of the Academy's existing sites are included in that notice, then wind-up and dissolution of the Academy corporation at the end of the current school year. All Academy inquiries and requests for reconsideration of the State's Automatic Closure Notice, including the granting of any hardship exemption by the Department rescinding the State's Automatic Closure Notice ("Pupil Hardship Exemption"), shall be directed to the Department, in a form and manner determined by the Department.

If the Department rescinds the State's Automatic Closure Notice for an Academy site or sites by granting a Pupil Hardship Exemption, the Academy is not required to close the identified site(s), but shall present to the Charter Schools Office a proposed Contract amendment incorporating the Department's school improvement plan, if applicable, for the identified site(s).

If the Department elects not to issue a Pupil Hardship Exemption and the Charter Schools Director determines, in his or her discretion, that the closure of one or more sites as directed by the Department creates a significant economic hardship for the Academy as a going concern or the possibility of a mid-year school closure, then the Charter Schools Director may recommend to the University Board that the Contract be terminated at the end of the current school year (hereinafter "Economic Hardship Termination"). If the University Board approves the Economic Hardship Termination recommendation, then this Contract shall terminate at the end of the current school year without any further action of the parties.

The University Board's revocation procedures set forth in Section 10.6(c) do not apply to an automatic termination initiated by the State's Automatic Closure Notice or an Economic Hardship Termination under this Section 10.3.

Section 10.4. Grounds and Procedures for Academy Termination of Contract. The Academy Board, by majority vote of its Directors, may, at any time and for any reason, request termination of this Contract. The Academy Board's request for termination shall be made to the Charter Schools Director not less than six (6) calendar months in advance of the Academy's proposed effective date of termination. Upon receipt of an Academy request for termination, the Charter Schools Director shall present the Academy Board's request for termination to the University Board. A copy of the Academy Board's resolution approving of the Contract termination, including a summary of the reasons for terminating the Contract, shall be included with the Academy Board's request for termination. Upon receipt of the Academy Board's request for termination, the University Board shall consider and vote on the proposed termination request. The University Board may, in its sole discretion, waive the six (6) month advance notice requirement for terminating this Contract.

Section 10.5. Grounds and Procedures for University Termination of Contract. The University Board, in its sole discretion, reserves the right to terminate the Contract (i) for any reason or for no reason provided that such termination shall not take place less than six (6) months

from the date of the University Board's action; or (ii) if there is a change in Applicable Law that the University Board, in its sole discretion, determines impairs its rights and obligations under the Contract or requires the University Board to make changes in the Contract that are not in the best interest of the University Board or the University, then such termination shall take effect at the end of the current Academy fiscal year. Following University Board approval, the Charter Schools Director shall provide notice of the termination to the Academy. If during the period between the University Board action to terminate and the effective date of termination, the Academy has violated the Contract or Applicable Law, the Contract may be revoked or suspended sooner pursuant to this Article X. If this Contract is terminated pursuant to this Section 10.5, the revocation procedures in Section 10.6 shall not apply.

Section 10.6. University Board Procedures for Revoking Contract. The University Board's process for revoking the Contract is as follows:

(a) Notice of Intent to Revoke. The Charter Schools Director, upon reasonable belief that grounds for revocation of the Contract exist, shall notify the Academy Board of such grounds by issuing the Academy Board a Notice of Intent to Revoke for non-compliance with the Contract or Applicable Law. The Notice of Intent to Revoke shall be in writing and shall set forth in sufficient detail the alleged grounds for revocation.

(b) Academy Board's Response. Within thirty (30) days of receipt of the Notice of Intent to Revoke, the Academy Board shall respond in writing to the alleged grounds for revocation. The Academy Board's response shall be addressed to the Charter Schools Director, and shall either admit or deny the allegations of non-compliance. If the Academy's response includes admissions of non-compliance with the Contract or Applicable Law, the Academy Board's response must also contain a description of the Academy Board's plan and time line for correcting the non-compliance with the Contract or Applicable Law. If the Academy's response includes a denial of non-compliance with the Contract or Applicable Law, the Academy's response shall include sufficient documentation or other evidence to support a denial of non-compliance with the Contract or Applicable Law. A response not in compliance with this Section shall be deemed to be non-responsive. As part of its response, the Academy Board may request that a meeting be scheduled with the Charter Schools Director prior to a review of the Academy Board's response.

(c) Plan of Correction. Within fifteen (15) days of receipt of the Academy Board's response or after a meeting with Academy Board representatives, the Charter Schools Director shall review the Academy Board's response and determine whether a reasonable plan for correcting the deficiencies can be formulated. If the Charter Schools Director determines that a reasonable plan for correcting the deficiencies set forth in the Notice of Intent to Revoke can be formulated, the Charter Schools Director shall develop a plan for correcting the non-compliance ("Plan of Correction") which may include reconstitution pursuant to Section 10.6(d) of these Terms and Conditions. In developing a Plan of Correction, the Charter Schools Director is permitted to adopt, modify or reject some or all of the Academy Board's response for correcting the deficiencies outlined in the Notice of Intent to Revoke. The Notice of Intent to Revoke shall be closed if the Charter Schools Director determines any of the following: (i) the Academy Board's denial of non-compliance is persuasive; (ii) the non-compliance set forth in the Notice of Intent to Revoke has

been corrected by the Academy Board; or (iii) the Academy Board has successfully completed the Plan of Correction.

(d) University Board's Contract Reconstitution Provision. The Charter Schools Director may reconstitute the Academy in an effort to improve student educational performance or to avoid interruption of the educational process. Reconstitution may include, but is not limited to, one of the following actions: (i) removal of 1 or more members of the Academy Board; (ii) termination of at-will board appointments of 1 or more Academy Board members in accordance with the Resolution; (iii) withdrawing approval of a contract under Section 506 of the Code; (iv) the appointment of a new Academy Board of Directors or a Conservator to take over operations of the Academy; or (v) closure of an Academy site(s). Reconstitution of the Academy does not prohibit the Department from issuing an order under section 507 of the Code, MCL 380.507, directing the automatic closure of the Academy's site(s).

(e) Request for Revocation Hearing. The Charter Schools Director may initiate a revocation hearing before the University Charter Schools Hearing Panel if the Charter Schools Director determines that any of the following has occurred:

(i) the Academy Board has failed to respond to the Notice of Intent to Revoke as set forth in Section 10.6(b);

(ii) the Academy Board's response to the Notice of Intent to Revoke is non-responsive;

(iii) the Academy Board's response admits violations of the Contract or Applicable Law which the Charter Schools Director deems cannot be remedied or cannot be remedied in an appropriate period of time, or for which the Charter Schools Director determines that a Plan of Correction cannot be formulated;

(iv) the Academy Board's response contains denials that are not supported by sufficient documentation or other evidence showing compliance with the Contract or Applicable Law;

(v) the Academy Board has not complied with part or all of a Plan of Correction established in Section 10.6(c);

(vi) the Academy Board has engaged in actions that jeopardize the financial or educational integrity of the Academy; or

(vii) the Academy Board has been issued multiple or repeated Notices of Intent to Revoke.

The Charter Schools Director shall send a copy of the request for revocation hearing to the Academy Board at the same time the request is sent to the Hearing Panel. The request for revocation shall identify the reasons for revoking the Contract.

(f) Hearing before the University Charter Schools Hearing Panel. Within thirty (30) days of receipt of a request for revocation hearing, the Hearing Panel shall convene a revocation

hearing. The Hearing Panel shall provide a copy of the notice of hearing to the Charter Schools Office and the Academy Board at least ten (10) days before the hearing. The purpose of the Hearing Panel is to gather facts surrounding the Charter Schools Director's decision for Contract revocation, and to make a recommendation to the University Board on whether the Contract should be revoked. The revocation hearing shall be held at a location, date and time as determined by the Charter Schools Director and shall not last more than three hours. The hearing shall be transcribed and the cost shall be divided equally between the University and the Academy. The Charter Schools Director or his or her designee, and the Academy Board or its designee, shall each have equal time to make their presentation to the Hearing Panel. Although each party is permitted to submit affidavits and exhibits in support of their positions, the Hearing Panel will not hear testimony from any witnesses for either side. The Hearing Panel may, however, question the Charter Schools Director or his or her designee and the Academy Board or its designee. Within thirty (30) days of the revocation hearing, the Hearing Panel shall make a recommendation to the University Board concerning the revocation of the Contract. For good cause, the Hearing Panel may extend any time deadline set forth in this subsection. A copy of the Hearing Panel's recommendation shall be provided to the Charter Schools Office and the Academy Board at the same time that the recommendation is sent to the University Board.

(g) University Board Decision. If the Hearing Panel's recommendation is submitted to the University Board at least fourteen (14) days before the University Board's next regular meeting, the University Board shall consider the Hearing Panel's recommendation at its next regular meeting and vote on whether to revoke the Contract. The University Board reserves the right to modify, reject or approve all or any part of the Hearing Panel's recommendation. The University Board shall have available to it copies of the Hearing Panel's recommendation and the transcript from the hearing. The University Board may waive the fourteen (14) day submission requirement or hold a special board meeting to consider the Hearing Panel's recommendation. A copy of the University Board's decision shall be provided to the Charter Schools Office, the Academy Board and the Department.

(h) Effective Date of Revocation. If the University Board votes to revoke the Contract, the revocation shall be effective on the date of the University Board's act of revocation, or at a later date as determined by the University Board.

(i) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a recommendation is made by the Hearing Panel to revoke the Contract, or a decision by the University Board to revoke the Contract, may be withheld by the University Board or returned to the Michigan Department of Treasury upon request. The University Board may also direct that a portion of the Academy's state school aid funds be directed to fund the Academy's Dissolution account established under Section 10.10 of these Terms and Conditions.

Section 10.7. Contract Suspension. The University Board's process for suspending the Contract is as follows:

(a) The Charter Schools Director Action. If the Charter Schools Director determines, in his or her sole discretion, that certain conditions or circumstances exist such that the Academy Board:

- (i) has placed staff or students at risk;
- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Academy's public funds and property;
- (iii) has lost its right to occupancy of the physical facilities described in Schedule 6, and cannot find another suitable physical facility for the Academy prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Schedule 6;
- (v) has willfully or intentionally violated this Contract or Applicable Law; or
- (vi) has violated Section 10.2(g) or (h), then the Charter Schools Director may immediately suspend the Contract, pending completion of the procedures set forth in Section 10.6. A copy of the suspension notice, setting forth the grounds for suspension, shall be sent to the Academy Board and to the Hearing Panel. If this subsection is implemented, the notice and hearing procedures set forth in Section 10.6 shall be expedited as much as possible.

(b) Disposition of State School Aid Funds. Notwithstanding any other provision of the Contract, any state school aid funds received by the University Board after a decision by the Charter Schools Director to suspend the Contract, may be retained by the University Board for the Academy until the Contract is reinstated, or may be returned to the Michigan Department of Treasury upon the State's request.

(c) Immediate Revocation Proceeding. If the Academy Board, after receiving a notice of Contract suspension from the Charter Schools Director, continues to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may immediately convene a revocation hearing in accordance with the procedures set forth in section 10.6(e) of this Contract. The Hearing Panel has the authority to accelerate the time line for revoking the Contract, provided that notice of the revocation hearing shall be provided to the Charter Schools Office and the Academy Board at least five (5) days before the hearing. If the Hearing Panel determines that the Academy Board has continued to engage in conduct or activities that are covered by the suspension notice, the Hearing Panel may recommend revocation of the Contract. The University Board shall proceed to consider the Hearing Panel's recommendation in accordance with Sections 10.6(f) through (h).

Section 10.8. Venue; Jurisdiction. The parties agree that all actions or proceedings arising in connection with this Contract will be tried and litigated only in the Circuit Court of Washtenaw County, Michigan, the Michigan Court of Claims or the Federal District Court for the Eastern District of Michigan. The parties hereby irrevocably accept for themselves and in respect of their property, generally and unconditionally, the jurisdiction of such courts. The parties irrevocably consent to the service of process out of any such courts in any such action or proceedings by the mailing of copies thereof by registered or certified mail, postage prepaid, to each such party, at its address set forth for notices in this Contract, such service to become effective ten (10) days after such mailing. The parties irrevocably waive any right they may have to assert the doctrine of forum non conveniens or to object to venue to the extent any proceedings is brought in accordance

with this Section 10.8. This Section 10.8 shall not in any way be interpreted as an exception to the Academy's covenant not to sue contained in Section 11.3 of these Terms and Conditions.

Section 10.9. Conservator; Appointment By University President. Notwithstanding any other provision of the Contract, in the event that the University President, in his or her sole discretion, determines that the health, safety and welfare of Academy students, property or funds are at risk, the University President, after consulting with the University Board Chairperson, may appoint a person to serve as the Conservator of the Academy. Upon appointment, the Conservator shall have all the powers of a Board of Directors of a Public School Academy and act in the place and stead of the Academy Board. The University President shall appoint the Conservator for a definite term which may be extended in writing at his or her sole discretion. During the appointment, the Academy Board members and their terms in office are suspended and all powers of the Academy Board are suspended. All appointments made under this provision must be presented to the University Board for final determination at its next regularly scheduled meeting. During their appointment, the Conservator shall have the following powers:

- (a) take into his or her possession all Academy property and records, including financial, board, employment and student records;
- (b) institute and defend actions by or on behalf of the Academy;
- (c) continue the business of the Academy including entering into contracts, borrowing money, and pledging, mortgaging, or otherwise encumbering the property of the Academy as security for the repayment of loans. However, the power shall be subject to any provisions and restrictions in any existing credit documents;
- (d) hire, fire and discipline employees of the Academy;
- (e) settle or compromise with any debtor or creditor of the Academy, including any taxing authority;
- (f) review all outstanding agreements to which the Academy is a party and to take those actions which the Academy Board may have exercised to pay, extend, rescind, renegotiate or settle such agreements as needed; and
- (g) perform all acts necessary and appropriate to fulfill the Academy's purposes as set forth under this Contract or Applicable Law.

Section 10.10. Academy Dissolution Account. If the University Board terminates, revokes or fails to issue a new Contract to the Academy, the Charter Schools Director shall notify the Academy that, beginning thirty (30) days after notification of the University Board's decision, the University Board may direct up to \$10,000 from each subsequent state school aid fund payment, not to exceed a combined total of \$30,000, to a separate Academy account ("Academy Dissolution Account") to be used exclusively by the Academy to pay the costs associated with the wind up and dissolution responsibilities of the Academy. Within five (5) business days of the Charter Schools Director's notice, the Academy Board Treasurer shall provide the Charter Schools Director, in a form and manner determined by the CSO,

with account detail information and authorization to direct such funds to the Academy Dissolution Account. The Academy Dissolution Account shall be under the sole care, custody and control of the Academy Board, and such funds shall not be used by the Academy to pay any other Academy debt or obligation until such time as all the wind-up and dissolution expenses have been satisfied. An intercept agreement entered into by the Academy and third party lender or trustee on or after the date of this Contract shall include language that the third party lender or trustee acknowledges and consents to the funding of the Academy's dissolution account in accordance with this Contract. Any unspent funds remaining in the Academy's dissolution account after payment of all wind up and dissolution expenses shall be returned to the Academy.

ARTICLE XI

PROVISIONS RELATING TO PUBLIC SCHOOL ACADEMIES

Section 11.1. The Academy Budget; Transmittal of Budgetary Assumptions; Budget Deficit; Enhanced Deficit Elimination Plan.

The Academy agrees to comply with all of the following:

- (a) The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (b) Within ten (10) days after adoption by the Academy Board (but not later than July 1st) each year, the Academy Board shall submit to the Charter Schools Office a copy of its annual budget for the upcoming fiscal year. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. Within 10 days after Academy Board approval, revisions or amendments to the Academy's budget shall be submitted to the Charter Schools Office.
- (c) Unless exempted from transmitting under section 1219 of the Code, MCL 380.1219, the Academy, on or before July 7th of each school fiscal year, shall transmit to the Center for Educational Performance and Information ("CEPI") the budgetary assumptions used when adopting its annual budget pursuant to the Uniform Budgeting and Accounting Act, MCL 141.421 et seq.
- (d) The Academy shall not adopt or operate under a deficit budget, or incur an operating deficit in a fund during any fiscal year. At any time during the term of this Contract, the Academy shall not have an existing deficit fund balance, incur a deficit fund balance, or adopt a current year budget that projects a deficit fund balance. If the Academy has an existing deficit fund balance, incurs a deficit fund balance in the most recently completed school

fiscal year, or adopts a current year budget that projects a deficit fund balance, all of the following apply:

- (i) The Academy shall notify the Superintendent and the State Treasurer immediately upon the occurrence of the circumstance, and provide a copy of the notice to the Charter Schools Office.
 - (ii) Within 30 days after making notification under subdivision (d)(i), the Academy shall submit to the Superintendent in the form and manner prescribed by the Department an amended budget for the current school fiscal year and a deficit elimination plan approved by the Academy Board, with a copy to the State Treasurer. The Academy shall transmit a copy of the amended budget and the deficit elimination plan to the Charter Schools Office.
 - (iii) After the Superintendent approves the Academy's deficit elimination plan, the Academy shall post the deficit elimination plan on the Academy's website.
- (e) If the Academy is required by the State Treasurer to submit an enhanced deficit elimination plan under section 1220 of the Code, MCL 380.1220, the Academy shall do all of the following:
- (i) The enhanced deficit elimination plan shall be approved by the Academy Board before submission.
 - (ii) After the State Treasurer approves an enhanced deficit elimination plan for the Academy, the Academy shall post the enhanced deficit elimination plan on the Academy's website.
 - (iii) Submit to the Superintendent and State Treasurer an enhanced monthly monitoring reports in a form and manner prescribed by the State Treasurer and post such monthly reports on the Academy's website.

Section 11.2. Insurance. The Academy Board shall secure and maintain in its own name as the "first named insured" at all times the following insurance coverages:

M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS for Public School Academies (PSA), Strict Discipline Academies (SDA) Urban High Schools (UHS) & Schools of Excellence (SOE)	
NOTE: Insurance carriers must have an AM Best Rating of "A - VII" or better	
COVERAGE	REQUIREMENTS

<p>General or Public Liability (GL)</p>	<p>Must be Occurrence form. Must include Sexual Abuse & Molestation coverage which can be Occurrence or Claims Made. If this coverage is Claims Made the Retroactive Date must be the same or before date of original University PSA/SDA/UHS/SOE contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE. Must include Corporal Punishment coverage. \$1,000,000 per occurrence & \$2,000,000 aggregate. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as an Additional Insured with Primary and Non-Contributory Coverage. NOTE: SDA must also have Security/Police Professional Liability coverage with MINIMUM of \$1,000,000 limit which can be Occurrence or Claims Made. If this coverage is Claims Made, and the SDA goes out of business, the SDA needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the SDA.</p>
<p>Errors & Omissions (E&O)</p>	<p>Must include Employment Practices Liability. Must include Corporal Punishment coverage. Must include Sexual Abuse & Molestation coverage. Must include Directors' & Officers' coverage. Must include School Leaders' E&O. Can be Claims Made or Occurrence form. If Claims Made, retroactive date must be the same or before date of original University-PSA/SDA/UHS/SOE Charter Contract. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE. \$1,000,000 per occurrence & \$3,000,000 aggregate. In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured. University must be included as an Additional Insured with Primary and Non-Contributory Coverage.</p>
<p>COVERAGE</p>	<p>REQUIREMENTS</p>

Automobile Liability (AL) for Owned and Non-Owned Autos	<p>\$1,000,000 per accident.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as Additional Insured with Primary and Non-Contributory Coverage.</p> <p>Higher limits are required if PSA/SDA/UHS/SOE has its own buses.</p>
Workers' Compensation	<p>Must be Occurrence form.</p> <p>Statutory Limits with \$1,000,000 Employers Liability Limits.</p> <p>Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF):</p> <p>NOTE: Must have Alternate Employer Endorsement from ESP/MF.</p> <p>Schedule PSA/SDA/UHS/SOE location on the ESP/MF Contract.</p> <p>NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF and the PSA/SDA/UHS/SOE name does not have payroll, PSA/SDA/UHS/SOE still must carry Workers' Compensation coverage including Employers' Liability limits of \$1,000,000.</p>
Crime	<p>Must include Employee Dishonesty coverage.</p> <p>Requirement for PSA/SDA/UHS/SOE when leasing employees from Educational Service Provider (ESP) or Management Firm (MF):</p> <p>NOTE: If PSA/SDA/UHS/SOE is leasing employees from ESP/MF, ESP/MF crime policy must include third party coverage naming PSA/SDA/UHS/SOE.</p> <p>\$500,000 limit.</p>
Umbrella	<p>Can be Claims Made or Occurrence form. If this coverage is Claims Made, and the PSA/SDA/UHS/SOE goes out of business, the PSA/SDA/UHS/SOE needs to purchase the longest-available tail coverage. This requirement could be stated in the exit language of the Charter Contract with the PSA/SDA/UHS/SOE.</p> <p>Umbrella is acceptable with a \$4,000,000 limit and aggregate. Also, an Umbrella policy with an unlimited aggregate is acceptable at a \$2,000,000 limit.</p> <p>If PSA/SDA/UHS/SOE has its own buses AND/OR has more than 1,000 students, must have MINIMUM \$5,000,000 per occurrence.</p> <p>If PSA/SDA/UHS/SOE purchases additional Umbrella limits to meet the \$1,000,000/\$3,000,000 for E&O then they must be in addition to the required Umbrella limit.</p> <p>In the event of name changes, mergers, etc., every past and present PSA/SDA/UHS/SOE name must be listed on the policy with the new entity as the First Named Insured.</p> <p>University must be included as Additional Insured with Primary and Non-Contributory Coverage.</p> <p>All coverages have to be included in the Umbrella that are in General Liability, Automobile and E&O.</p>
ADDITIONAL RECOMMENDATIONS	
COVERAGE	RECOMMENDATION

Property	Limits to cover replacement for PSA/SDA/UHS/SOE's property exposures, including real and personal, owned or leased.
Cyber Risk Coverage	Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.
Automobile Physical Damage	Coverage for damage to the owned or used vehicle.
<i>DISCLAIMER:</i> By requiring such minimum insurance, the University and M.U.S.I.C. shall not be deemed or construed to have assessed the risks that may be applicable to every PSA/SDA/UHS/SOE's operation and related activities. Each PSA/SDA/UHS/SOE should assess its own risks and if it deems appropriate and/or prudent, maintain higher limits and/or broader coverage.	
M.U.S.I.C. INSURANCE COVERAGE REQUIREMENTS - DEFINITIONS	
Insurance Term	Definition
Alternate Employer Endorsement	An endorsement to a Workers' Compensation policy that provides an entity scheduled as an alternate employer with primary workers' compensation and employer's liability coverage as if it were an insured in the policy.
Auto Liability	Coverage for bodily injury or property damage to others incurred by operation of an owned or used motor vehicle.
Auto Physical Damage	Coverage for damage to the owned or used vehicle.
Claims Made	A policy that will provide coverage for a loss that is reported while the policy is in effect (as long as the loss occurs after the Retroactive Date). Once a Claims Made policy is allowed to expire, all coverage for prior losses ceases.
Commercial General Liability (CGL)	Coverage for claims for damages due to bodily injury or personal injury to any person or for damages to tangible property of others. University should always be included as an Additional Insured for CGL.
Corporal Punishment Coverage	Coverage for the policy holder against allegations of corporal punishment (deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable) to registered student(s), even when groundless, false, or frivolous.
Crime Coverage	Coverage for loss of money, securities, or inventory resulting from crime such as employee dishonesty, embezzlement, forgery, robbery, safe burglary, computer fraud, wire transfer fraud, counterfeiting and other criminal acts.
Cyber Liability	Please see below

Directors' & Officers' Errors & Omissions (D&O)	A form of E&O insurance paid on the behalf of directors and officers of a company (or paid for the company itself) to cover damages or defense costs in the event they are sued as individuals for an alleged Wrongful Act related to their organizational activities while they were with that company.
Educational Service Provider (ESP)	An ESP (a.k.a. Management Firm) is a firm hired by a PSA/SDA/UHS/SOE to manage the general operation of the PSA/SDA/UHS/SOE, including the hiring of its employees. In some cases, the PSA/SDA/UHS/SOE may obtain its employees via lease from the ESP.
Employer's Liability Insurance	Coverage for claims and damages due to bodily injury, occupational sickness, or disease or death of an employee when WC may not be an exclusive remedy.
Employment Practices Liability (EPL)	A form of broad insurance coverage that indemnifies the insured for any liability resulting from actual or alleged wrongful termination, sexual harassment, discrimination, or other employment-related claims made against the employer by employees, former employees, or potential employees. Depending on the policy, Employment Practices Liability Insurance can provide coverage for the PSA/SDA/UHS/SOE, its directors and officers, all employees, former employees, volunteers, temporary employees, applicants for employment, partners (professional firms), independent contractors, or outsourced employees.
Errors & Omissions (E&O)	A general term for liability insurance designed to indemnify the insured for an alleged wrongful act because of an error or oversight in conducting the insured's business.
First Named Insured	The person or entity listed first on the policy declarations page as an insured. This primary or first named insured is granted certain rights and responsibilities that do not apply to the policy's other named insureds.
Occurrence Form	With an "occurrence" based policy, even though the policy may have expired, provided the policy was in force at the time that the bodily injury or property damage occurred, a claim can still be made against it.
Primary & Non-Contributory Coverage	Stipulates the order in which multiple policies triggered by the same loss are to respond. For example, a PSA/SDA/UHS/SOE is required to provide liability insurance that is primary and non-contributory to the University that is named as an additional insured. This means the PSA/SDA/UHS/SOE must pay before other applicable policies (primary) and without seeking contribution from other policies that also claim to be primary (non-contributory).
Professional Liability Insurance	Coverage for claims for damages arising out of an error, omission, or negligent act in the performance of professional services.

Retroactive Date	A provision found in many Claims Made policies that eliminates coverage for injuries or damage that occurred prior to the specified Retroactive Date even if the claim is first made during the policy period.
School Leaders' Errors & Omissions	A Claims Made E&O coverage that indemnifies school entities, school boards, employees, student teachers and volunteers for school-related losses that are due to an error in oversight. Such claims could include alleged or actual breach of duty, neglect, errors, misstatements, misleading statements or omissions, including failure to educate.
Security/Police Professional Liability	Provides liability coverage for police officers and police departments, in conjunction with acts, errors, and omissions while performing their professional duties. Coverage includes such perils as false arrest and civil rights violations.
Sexual Abuse & Molestation Coverage	Coverage for the policy holder against allegations of sexual misconduct or molestation to registered student(s).
Statutory Limits (Workers' Compensation)	The minimum amount of Workers' Compensation coverage that is allowed by law.
Tail Coverage	A special liability insurance endorsement that can be purchased to extend a claims made policy beyond the end of the policy period.
Umbrella or Excess Liability	Additional coverage limits higher than (above) the limits of the primary General Liability and Auto policy limits to protect against catastrophic loss. Excess policies sometimes contain exclusions, so should be checked to ensure coverage is at least as broad as primary coverages.
Workers' Compensation (WC)	Coverage for claims under Michigan's WC Act or similar employee benefit act of any other state applicable to an employee. University should not be included as Additional Insured for WC coverage.
Wrongful Act	Any error, misstatement, misleading statement, act, omission, neglect, or breach of duty actually or allegedly committed or attempted by a director or officer, individually or otherwise, in his/her capacity as a director or officer of the PSA/SDA/UHS/SOE.
CYBER LIABILITY GUIDE	
Cyber Liability addresses the first- and third-party risks regarding Internet business, the Internet, networks and other assets. Cyber Liability Insurance coverage offers protection for exposures from Internet hacking and notification requirements.	

<p>Network Security Liability: Liability to a third party as a result of a failure of your network security to protect against destruction, deletion, or corruption of a third party’s electronic data, denial of service attacks against internet sites or computers; or transmission of viruses to third party computers and systems.</p>
<p>Privacy Liability: Liability to a third party as a result of the disclosure of confidential information collected or handled by you or under your care, custody or control. Includes coverage for your vicarious liability where a vendor loses information you had entrusted to them in the normal course of your business.</p>
<p>Crisis Management and Identity Theft Response Fund: Expenses to comply with privacy regulations, such as communication to and credit monitoring services for affected customers. This also includes expenses incurred in retaining a crisis management firm for a forensic investigation or for the purpose of protecting/restoring your reputation as a result of the actual or alleged violation of privacy regulations.</p>
<p>Cyber Extortion: Ransom or investigative expenses associated with a threat directed at you to release, divulge, disseminate, destroy, steal, or use the confidential information taken from the insured, introduce malicious code into your computer system; corrupt, damage, or destroy your computer system, or restrict or hinder access to your computer system.</p>
<p>Network Business Interruption: Reimbursement of your loss of income and / or extra expense resulting from an interruption or suspension of computer systems due to a failure of network security to prevent a security breach. Includes sub-limited coverage for dependent business interruption</p>
<p>Data Asset Protection: Recovery of costs and expenses you incur to restore, recreate, or recollect your data and other intangible assets (i.e., software applications) that are corrupted or destroyed by a computer attack.</p>

Insurance carrier(s) must have an AM Best Rating of “A , VII” or better.

The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the State of Michigan. The Academy may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to the Academy, provided that each Academy maintains its identity as first named insured. The Academy shall have a provision included in all policies requiring notice to the University Board, at least thirty (30) days in advance, upon termination or non-renewal of the policy. In addition, the Academy shall submit within ten (10) days of insurance renewal “Acord” copies of the insurance certificate of liability insurance to the Charter Schools Director. The Academy shall also submit for review, upon request, copies of insurance policies evidencing all insurance required by the Contract, and proof of naming University as additionally insured to the Charter Schools Director or an agent selected by the Charter Schools Director. The Academy shall also submit, upon request, to the Charter Schools Director a completed public school academy insurance verification document. The Academy shall properly maintain the necessary insurance certificates evidencing the insurance required by the Contract.

When changing insurance programs or carriers, the Academy must provide copies of the proposed policies to the University Board, or its designee, at least thirty (30) days prior to the proposed change. The Academy shall not cancel its existing coverage without the prior approval of the Charter Schools Office.

The Academy may expend funds for payment of the cost of participation in an accident or medical insurance program to insure protection for pupils while attending school or participating in a school program or activity. Other insurance policies and higher minimums may be required depending upon academic offerings and program requirements.

The University's insurance carrier periodically reviews the types and amounts of insurance coverages that the Academy must secure in order for the University to maintain insurance coverage for the authorization and oversight of the Academy. In the event that the University's insurance carrier requests additional changes in coverage identified in this Section 11.2, the Academy agrees to comply with any additional changes in the types and amounts of coverage requested by the University's insurance carrier within thirty (30) days after notice of the insurance coverage change.

Section 11.3. Legal Liabilities and Covenant Against Suit. The Academy acknowledges and agrees that it has no authority to extend the full faith and credit of the University Board, the University or any other authorizing body, or to enter into a contract that would bind the University Board or the University. The Academy also is limited in its authority to contract by the amount of funds obtained from the state school aid fund, as provided hereunder, or from other independent sources. The Academy hereby agrees and covenants not to sue the University Board, the University, or any of its Trustees, officers, employees, agents or representatives for any matters that arise under this Contract. The University Board and the University do not assume any obligation with respect to any Director, employee, agent, parent, guardian, student, or independent contractor of the Academy, and no such person shall have the right or standing to bring suit against the University Board or the University, or any of its Trustees, employees, agents, or independent contractors as a result of the issuing, overseeing, suspending, terminating or revoking of this Contract, or as a result of not issuing a new Contract at the end of the term of this Contract.

Section 11.4. Lease or Deed for Proposed Single Site. Prior to entering into any lease agreement for real property, the Academy shall provide to the Charter Schools Office copies of its lease or deed for the premises in which the Academy shall operate in a form and manner consistent with the Lease Policies, which are incorporated into and be deemed part of this Contract. A copy of the final executed lease agreement shall be included in this Contract under Schedule 6. The Charter Schools Office may, from time to time during the term of this Contract, amend the Lease Policies and such amended lease policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed lease agreement submitted by the Academy if the lease agreement is contrary to this Contract, the Lease Policies, or Applicable Law. Any subsequent amendment to a lease agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new lease agreement.

Any lease agreement entered into by the Academy shall include a termination provision permitting the Academy to terminate the lease, without cost or penalty to the Academy, in the event that the Academy is required to close an Academy site covered by the lease (i) pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) pursuant to a reconstitution by the University pursuant to Section 507 of the Code, MCL 380.507 and these Contract Terms and Conditions. The provision shall also provide that the lessor/ landlord shall have no recourse against the Academy or the University Board for implementing the site closure

or reconstitution. Nothing in this paragraph shall prevent the lessor/ landlord from receiving lease payments owed prior to site closure or reconstitution, or relieve the Academy from paying any costs or expenses owed under the lease prior to site closure or reconstitution.

A copy of the Academy's amended lease or deed shall be incorporated into this Contract under Schedule 6. Any subsequent amendments to any Academy real estate leasing agreement shall only be incorporated into this Contract pursuant to Article IX of these Terms and Conditions.

Section 11.5. Occupancy and Safety Certificates. The Academy Board shall: (i) ensure that the Academy's physical facilities comply with all fire, health and safety standards applicable to schools; and (ii) possess the necessary occupancy and safety certificates for the Academy's physical facilities. The Academy Board shall not conduct classes until the Academy has complied with this Section 11.5. Copies of these certificates shall be incorporated into this Contract under Schedule 6.

Section 11.6. Criminal Background and History Checks; Disclosure of Unprofessional Conduct. The Academy shall comply with the Code concerning criminal background and criminal history checks for its teachers, school administrator(s), and for any other position requiring State Board approval. In addition, the Academy shall comply with the Code concerning the disclosure of unprofessional conduct by persons applying for Academy employment. This Section 11.6 shall apply to such persons irrespective of whether they are employed by the Academy or employed by an Educational Service Provider contracting with the Academy.

Section 11.7. Special Education. Pursuant to Section 1701a of the Code, the Academy shall comply with Article III, Part 29 of the Code, MCL 380.1701 et seq., concerning the provision of special education programs and services at the Academy. Upon receipt, the Academy shall notify the Charter Schools Office of any due process or state complaint filed against the Academy.

Section 11.8. Deposit of Public Funds by the Academy. The Academy Board agrees to comply with Section 1221 of the Revised School Code, being MCL 380.1221, regarding the deposit of all public or private funds received by the Academy. Such deposit shall be made within three (3) business days after receipt of the funds by the Academy. Only Academy Board members or designated Academy employees may be a signatory on any Academy bank account.

Section 11.9. Nonessential Elective Courses. If the Academy Board elects to provide nonessential elective courses to part-time pupils at a nonpublic school building, the Academy shall comply with Section 166b of the State School Aid Act of 1979, as amended, MCL 388.1166b. Prior to providing instruction, the Academy Board shall ensure that the Academy has sufficient documentation to qualify for part-time pupil funding under the State School Aid Act. The provision of nonessential elective courses by the Academy shall be incorporated into this Contract as an amendment pursuant to Article IX of these Terms and Conditions.

Section 11.10. Required Provisions for ESP Agreements. Any Management Agreement with an ESP entered into by the Academy must contain the following provisions:

"Indemnification of Eastern Michigan University. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives (collectively referred

to as “the University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, the [insert name of Educational Service Provider] hereby promise to indemnify, defend, and hold harmless the University from and against all claims, demands, actions, suits, causes of action, losses, judgments, damages, fines penalties, forfeitures, or any other liabilities or losses of any kind, including costs, attorney fees, and related expenses imposed upon or incurred by the University, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with Eastern Michigan University Board of Regents’ approval of the Academy’s application, Eastern Michigan University Board of Regents’ consideration of or issuance of a Contract, the [insert name of Educational Service Provider’s] preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by the [insert name of Educational Service Provider], or which arise out of the failure of the [insert name of Educational Service Provider] to perform its obligations under the Contract, the Agreement or Applicable Law, as applicable. The parties expressly acknowledge and agree that the University, Eastern Michigan University Board of Regents and its members, and their respective officers, employees, agents or representatives, or any of them, may commence legal action against [insert name of Educational Service Provider] to enforce its rights as set forth in this Agreement.”

“Agreement Coterminous With Academy’s Contract. If the Academy’s Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Academy’s Contract is suspended, revoked, terminated or expires without further action of the parties.”

“Compliance with Academy’s Contract. [Insert name of Educational Service Provider] agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy’s obligations under the Academy’s Contract issued by Eastern Michigan University Board of Regents. The provisions of the Academy’s Contract shall supersede any competing or conflicting provisions contained in this Agreement.”

“Compliance with Section 503c. On an annual basis, the [insert name of ESP] agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 388.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy’s website home page, in a form and manner prescribed by the Department. The defined terms in section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement.”

“Amendment Caused By Academy Site Closure or Reconstitution. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued by the Department under Section 507 of the Code, MCL 380.507; or (ii) to undergo a reconstitution pursuant to Section 507 of the Code, MCL 380.507 and the Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this ESP Agreement, the parties agree that this ESP Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and [insert name of Educational Service Provider] shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution.”

“Compliance with Section 12.17 of Contract Terms and Conditions. [Insert name of Educational Service Provider] shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Contract, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under Section 12.17(a) of the Contract Terms and Conditions.”

“Part 6A Blended Learning Opportunities. [Insert name of Educational Service Provider] shall ensure requirements for Academy students enrolled in a blended learning course meet all Department requirements, including, but not limited to, pupil accounting requirements which may be described in Section 5-O-D of the Department’s Pupil Accounting Manual, related to a Part 6A public school academy that provides blended learning opportunities to its students.

Section 11.11. Management Agreements. The Academy may enter into a Management Agreement with an ESP to contract out its administrative and/or educational functions and personnel. For purposes of this Contract, an employee leasing agreement shall be considered a Management Agreement, and an employee leasing company shall be considered an ESP. Any Management Agreement shall state that the ESP must acquire insurance in addition to the insurance the Academy must obtain under the Contract. The coverage must be similar to the insurance coverage required for the Contract and the Management Agreement must detail the amount of such required coverage. Prior to entering any Management Agreement with an ESP, the Academy shall submit a copy of the final draft Management Agreement to the Charter Schools Office in a form and manner consistent with the ESP Policies. A copy of the final executed Management Agreement shall be included in this Contract under Schedule 5. The Charter Schools Office may, from time to time during the term of this Contract, amend the ESP policies and the amended ESP policies shall automatically apply to the Academy without the need for a Contract amendment under article IX of these Terms and Conditions. The Charter Schools Office may disapprove the proposed Management Agreement submitted by the Academy if the Management Agreement is contrary to this Contract or Applicable Law. Any subsequent amendment to a Management Agreement shall be submitted for review by the Charter Schools Office in the same form and manner as a new Management Agreement.

Section 11.12. Administrator and Teacher Evaluation Systems. The Academy Board shall adopt and implement for all individuals employed by or contracted for the Academy as teachers or school administrators a rigorous, transparent, and fair performance evaluation system that

complies with Applicable Law. If the Academy enters into an agreement with an Educational Service Provider, the Academy Board shall ensure that the Educational Service Provider complies with this section.

Section 11.13. K to 3 Reading. If the Academy offers kindergarten through third grade, the Academy Board shall comply with section 1280f of the Code, MCL 380.1280f. The Academy shall ensure that all required actions, notices and filings required under section 1280f, MCL 380.1280f, are timely completed. The Master Calendar shall be updated to include the requirements set forth in section 1280f, MCL 380.1280f.

ARTICLE XII

GENERAL TERMS

Section 12.1. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon actual delivery, if delivery is by hand; or (ii) upon receipt by the transmitting party of confirmation or answer back if delivery is by facsimile or telegram; or (iii) upon delivery into United States mail if delivery is by postage paid first class mail. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University Board: Malverne C. Winborne, Ph.D.
Director of Charter Schools
310 Porter Hall
Eastern Michigan University
Ypsilanti, MI 48197

If to University Counsel: Jeffrey E. Ammons
Associate General Counsel
11 Welch Hall
Eastern Michigan University
Ypsilanti, MI 48197

If to Academy: Renee Newman
7420 Calhoun Street
Dearborn, MI 48126

If to Academy Counsel: The Allen Law Group
2500 Fisher Building
3011 W. Grand Blvd.
Detroit, MI 48202

Section 12.2. Severability. If any provision in this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Contract. If any provision of this Contract shall be or become in violation of

Applicable Law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

Section 12.3. Successors and Assigns. The terms and provisions of this Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 12.4. Entire Contract. Except as specifically provided in this Contract, this Contract sets forth the entire agreement between the University Board and the Academy with respect to the subject matter of this Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Contract.

Section 12.5. Assignment. This Contract is not assignable by either the Academy or the University Board.

Section 12.6. Non-Waiver. Except as provided herein, no term or provision of this Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.

Section 12.7. Governing Law. This Contract shall be governed and controlled by the laws of the State of Michigan as to interpretation, enforcement, validity, construction, and effect, and in all other respects.

Section 12.8. Counterparts. This Contract may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.

Section 12.9. Term of Contract. This Contract shall commence on the date first set forth above and shall remain in full force and effect for [5] years until June 30, 2025, unless sooner revoked or terminated according to the terms hereof.

Section 12.10. Indemnification. As a condition to receiving a grant of authority from the University Board to operate a public school pursuant to the terms and conditions of this Contract, the Academy agrees to indemnify, defend and hold the University Board, the University and its Board of Trustees members, officers, employees, agents or representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board's receipt, consideration or approval of the Application, the University Board's approval of the Resolution or Authorizing Resolution, legal challenges to the validity of Part 6A of the Code or actions taken by the University Board as an authorizing body under Part 6A of the Code, the University Board's consideration of or issuance of a Contract, the Academy's preparation for and operation of a public school, or which are incurred as a result of the reliance of the University Board, the University and its Board of Trustees members, officers,

employees, agents or representatives upon information supplied by the Academy, or which arise out of the failure of the Academy to perform its obligations under this Contract. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of governmental immunity provided under Section 7 of the Governmental Liability for Negligence Act, being MCL 691.1407 of the Michigan Compiled Laws.

Section 12.11. Construction. This Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Contract.

Section 12.12. Force Majeure. If any circumstances occur which are beyond the control of the parties, which delay or render impossible the obligations of one or both of the parties, the parties' obligations to perform such services shall be postponed for an equivalent period of time or shall be canceled, if such performance has been rendered impossible by such circumstances.

Section 12.13. No Third Party Rights. This Contract is made for the sole benefit of the Academy and the University Board and no other person or entity, including without limitation, the Educational Service Provider. Except as otherwise provided, nothing in this Contract shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

Section 12.14. Non-agency. It is understood that the Academy is not the agent of the University.

Section 12.15. University Board or CSO General Policies on Public School Academies Shall Apply. Notwithstanding any provision of this Contract to the contrary, and with the exception of existing University Board or CSO policies regarding public school academies which shall apply immediately, University Board or CSO general policies clarifying procedure and requirements applicable to public school academies under this Contract, as from time to time adopted or amended, will automatically apply to the Academy, provided they are not inconsistent with provisions of this Contract. Before issuing general policies under this Section, the University Board or the CSO shall provide a draft of the proposed policies to the Academy Board. The Academy Board shall have at least thirty (30) days to provide comment to the CSO on the proposed policies before such policies shall become effective.

Section 12.16. Survival of Provisions. The terms, provisions, and representations contained in Section 11.2, Section 11.3, Section 12.10, Section 12.13 and any other provisions of this Contract that by their sense and context are intended to survive termination of this Contract shall survive.

Section 12.17. Information Available to the Public.

- (a) Information to be provided by the Academy. The Academy shall make information concerning its operation and management, including without limitation the information described in Schedule 4, available to the public in the same manner and to the same extent as is required for public schools and school districts under Applicable Law.

- (b) Information to be provided by Educational Service Providers. If the Academy enters into an agreement with an Educational Service Provider for operation or management of the Academy, the Management Agreement shall contain a provision requiring the Educational Service Provider to make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under subparagraph (a).

Section 12.18. Termination of Responsibilities. Upon termination or revocation of the Contract, the University Board or its designee shall have no further obligations or responsibilities under this Contract to the Academy or any other person or persons in connection with this Contract. Upon termination or revocation of the Contract, the Academy may amend its articles of incorporation or bylaws as necessary to allow the Academy Board to: (a) take action to appoint Academy Board members in order to have a quorum necessary to take Academy Board action; or (b) effectuate a dissolution, provided that the Academy Board may not amend any provision in the Academy's articles of incorporation or bylaws regarding the disposition of assets upon dissolution.

Section 12.19. Disposition of Academy Assets Upon Termination or Revocation of Contract. Following termination or revocation of the Contract, the Academy shall follow the applicable wind-up and dissolution provisions set forth in the Academy's articles of incorporation, Part 6A of the Code and Applicable Law.

Section 12.20. Student Privacy. In order to protect the privacy of students enrolled at the Academy, the Academy Board shall not:

- (a) sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a pupil's education records. This subsection does not apply to any of the following situations:

- (i) for students enrolled in the Academy, providing such information to an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University;

- (ii) providing the information as necessary for standardized testing that measures a student's academic progress and achievement; or

- (iii) providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with either the Academy or an educational management organization that has a contract with the Academy and whose contract has not been disapproved by the University.

- (b) The terms "education records" and "personally identifiable information" shall have the same meaning as defined in MCL 380.1136.

Section 12.21. Disclosure of Information to Parents and Legal Guardians.

(a) Within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose without charge to the student's parent or legal guardian any personally identifiable information concerning the student that is collected or created by the Academy as part of the student's education records.

(b) Except as otherwise provided in this subsection (b) and within thirty (30) days after receiving a written request from a student's parent or legal guardian, the Academy shall disclose to a student's parent or legal guardian without charge any personally identifiable information provided to any person, agency or organization. The Academy's disclosure shall include the specific information that was disclosed, the name and contact information of each person, agency, or organization to which the information has been disclosed; and the legitimate reason that the person, agency, or organization had in obtaining the information. The parental disclosure requirement does not apply to information that is provided:

- (i) to the Department or CEPI;
- (ii) to the student's parent or legal guardian;
- (iii) by the Academy to the University Board, University, Charter Schools Office or to the educational management organization with which the Academy has a management agreement that has not been disapproved by the University;
- (iv) by the Academy to the Academy's intermediate school district or another intermediate school district providing services to Academy or the Academy's students pursuant to a written agreement;
- (v) to the Academy by the Academy's intermediate school district or another immediate school district providing services to pupils enrolled in the Academy pursuant to a written agreement;
- (vi) to the Academy by the University Board, University, Charter Schools Office
- (vii) to a person, agency, or organization with written consent from the student's parent or legal guardian, or from the student if the student is 18 years of age;
- (viii) to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction;
- (ix) to a person, agency, or organization as necessary for standardized testing that measures a student's academic progress and achievement; or
- (x) in the absence of, or in compliance with, a properly executed opt-out form, as adopted by the Academy in compliance with section 1136(6) of the Code, pertaining to uses for which the Academy commonly would disclose a pupil's "directory information."

(c) If the Academy considers it necessary to make redacted copies of all or part of a student's education records in order to protect personally identifiable information of another student, the Academy shall not charge the parent or legal guardian for the cost of those redacted copies.

(d) The terms “education records,” “personally identifiable information,” and “directory information” shall have the same meaning as defined in MCL 380.1136.

Section 12.22. List of Uses for Student Directory Information; Opt Out Form; Notice to Student’s Parent or Legal Guardian.

(a) The Academy shall do all of the following:

- (i) Develop a list of uses (the “Uses”) for which the Academy commonly would disclose a student’s directory information.
- (ii) Develop an opt-out form that lists all of the Uses and allows a student’s parent or guardian to elect not to have the student’s directory information disclosed for 1 or more Uses.
- (iii) Present the opt-out form to each student’s parent or guardian within the first thirty (30) days of the school year and at other times upon request.
- (iv) If an opt-out form is signed and submitted to the Academy by a student’s parent or guardian, then the Academy shall not include the student’s directory information in any of the Uses that have been opted out of in the opt-out form.

(b) The terms “directory information” shall have the same meaning as defined in MCL 380.1136.

Section 12.23. Partnership Agreement. If the Department and State Reform Office impose a partnership agreement on the Academy, the Academy shall work collaboratively with the Department, the State Reform Office and other partners to implement the partnership agreement. In the event that a provision in the partnership agreement is inconsistent with a provision in this Contract, this Contract shall control.

Section 12.24. Statewide Safety Information Policy. The Academy shall adopt and adhere to the statewide school safety information policy required under section 1308 of the Code, MCL 380.1308. The statewide school safety information policy may also address Academy procedures for reporting incidents involving possession of a dangerous weapon as required under section 1313 of the Code, MCL 380.1313.

Section 12.25. Criminal Incident Reporting Obligation. Within twenty-four (24) hours after an incident occurs, the Academy shall provide a report to the Michigan State Police, in a form and manner prescribed by State Police, either of the following: (i) an incident involving a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2); or (ii) an incident, if known to the Academy, involving the attempted commission of a crime that must be reported under section 1310A(2) of the Code, MCL 380.1310A(2). Failure to comply may result in the Academy being ineligible to receive any school safety grants from the Michigan State Police for the fiscal year in which the noncompliance is discovered by State Police.

Section 12.26. Academy Emergency Operations Plan.

(a) Beginning in the 2019-2020 school year, and at least biennially thereafter, the Academy shall, in conjunction with at least 1 law enforcement agency having jurisdiction over the

Academy, conduct either (i) a review of the Academy's emergency operations plan, including a review of the vulnerability assessment; or (ii) a review of the Academy's statewide school safety information policy, as applicable.

(b) Not later than January 1, 2020, the Academy shall either (i) develop an emergency operations plan for each school building, including recreational structure or athletic field, operated by the Academy with input from the public; or (ii) adopt a statewide school safety information policy under section 1308 of the Code, MCL 380.1308. The emergency operations plan or statewide school safety information policy shall comply with section 1308b(3) of the Code, MCL 380.1308b(3). Within thirty (30) days, the Academy shall provide to the Department, in a form and manner determined by the Department, notice of the adoption of an emergency operations plan or the completion of an emergency operations plan review, as applicable.

Section 12.27. School Safety Liaison. The Academy Board shall designate a liaison to work with the School Safety Commission created under Section 5 of the Comprehensive School Safety Plan Act created under Public Act 548 of 2018, MCL 28.801 *et seq.*, and the Office of School Safety created under MCL 28.681. The Liaison shall be an individual employed or assigned to regularly and continuously work under contract in the school operated by the Academy. The Liaison shall work with the School Safety Commission and the Office of School Safety to identify mode practices for determining school safety measures.

Section 12.28. New Building Construction or Renovations. The Academy shall not commence construction on a new school building or the major renovation of an existing school building unless the Academy consults on the plans of the construction or major renovation regarding school safety issues with the law enforcement agency that is or will be the first responder for that school building. School building includes either a building intended to be used to provide pupil instruction or a recreational or athletic structure or field used by pupils.

Section 12.29. Annual Expulsion Report and Website Report on Criminal Incidents. On an annual basis, the Academy Board shall do the following:


(a) prepare and submit to the Superintendent, in a form and manner prescribed by the Superintendent, a report stating the number of pupils expelled from the Academy during the immediately preceding school year, with a brief description of the incident causing each expulsion;

(b) post on its website, in a form and manner prescribed by the Superintendent, a report on the incidents of crime occurring at schools operated by the Academy. Each school building shall collect and keep current on a weekly basis the information required for the website report, and must provide that information, within seven (7) days upon request; and

(c) make a copy of the report on the incidents of crime, disaggregated by school building, available to the parent or legal guardian of each pupil enrolled in the Academy.

As the designated representative of the Eastern Michigan University Board of Regents, I hereby issue this Contract to the Academy on the date set forth above.

**EASTERN MICHIGAN UNIVERSITY
BOARD OF REGENTS**


By: James M. Smith (Jun 30, 2020 07:03 EDT)

James M. Smith, Ph.D.
President

Date: July 1, 2020


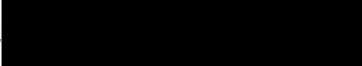
As the authorized representative of the Academy, I hereby certify that the Academy is able to comply with the Contract and all Applicable Law, and that the Academy, through its governing board, has approved and agreed to comply with and be bound by of the terms and conditions of this Contract.

ACADEMY OF BUSINESS & TECHNOLOGY ACADEMY

By: **Renee M. Newman**

Print Name and Title: **Renee Newman, ABT Board President**, Academy Board Designee

Date: July 1, 2020

Signature 
Email 

CONTRACT SCHEDULES

Schedules

Articles of Incorporation1

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Required Information for Public School Academy7

CONTRACT SCHEDULE 1

Articles of Incorporation



Form Revision Date 07/2016

ANNUAL REPORT

(Required by Section 911, Act 162, Public Act of 1982)

The identification number assigned by the Bureau is: 800815737

Annual Report Filing Year: 2019

1. Corporation Name:

ACADEMY FOR BUSINESS AND TECHNOLOGY

On behalf of the corporation, I certify that no changes have occurred in required information since the last year filed report.

This document must be signed by an authorized officer or agent:

Signed this 16th Day of September, 2019 by:

Signature	Title	Title if "Other" was selected
Melinda Benkovsky	Authorized Agent	

By selecting ACCEPT, I hereby acknowledge that this electronic document is being signed in accordance with the Act. I further certify that to the best of my knowledge the information provided is true, accurate, and in compliance with the Act.

Decline Accept

MICHIGAN DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS

FILING ENDORSEMENT

This is to Certify that the 2019 ANNUAL REPORT

for

ACADEMY FOR BUSINESS AND TECHNOLOGY

ID Number: 800815737

received by electronic transmission on September 16, 2019, ***is hereby endorsed.***

Filed on September 16, 2019, ***by the Administrator.***

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 16th day of September, 2019.

Julia Dale, Director

Corporations, Securities & Commercial Licensing Bureau

571

C&S 502 (Rev. 8/96)

MICHIGAN DEPARTMENT OF CONSUMER AND INDUSTRY SERVICES
CORPORATION, SECURITIES AND LAND DEVELOPMENT BUREAU

Date Received		(FOR BUREAU USE ONLY)		FILED	
				MAY 14 2002	
				Administrator	
				BUREAU OF COMMERCIAL SERVICES	
Name David McHale				Tran:1 4046077-1 05/10/02	
Address 26104 Eaton Road				Chk#: 00003140 \$10.00	
				ID#: ACADEMY FOR BUSINESS AND	
City Dearborn Heights	State Michigan	Zip Code 48124	EFFECTIVE DATE:		

Document will be returned to the name and address you enter above

Academy for Business and Technology

511
adjusted
to agree
with the
Bureau's record

**RESTATED ARTICLES OF INCORPORATION
For Use by Domestic Nonprofit Corporations**

OF

THE Academy for Business and Technology

Pursuant to the provisions of the Michigan Nonprofit Corporation Act of 1982, as amended (the "Act"), being MCL 450.2101 et seq. and Part 6A of the Revised School Code (the "Code") as amended, being Sections 380.501 to 380.507 of the Michigan Compiled Laws, the undersigned corporation executes the following restated Articles:

ARTICLE I

THE

1. The name of the corporation is: **Academy for Business and Technology.**
2. The corporation identification number (CID) assigned by the Bureau is: **736-785.**
3. The corporation has used no other names.
4. The date of filing the original Articles of Incorporation was: **August 25, 1995.**

The following Restated Articles of Incorporation supersede the Articles of Incorporation and shall be the Articles of Incorporation for the corporation:

ARTICLE I

The name of the corporation is: **Academy for Business and Technology.**

The authorizing body for the corporation is: the Board of Regents of Eastern Michigan University.

ARTICLE II

The purpose or purposes for which the corporation is organized are:

1. The corporation is organized for the purpose of operating as a public school academy in the state of Michigan pursuant to Part 6A of the Code, being Sections 380.501 to 380.507 of the Michigan Compiled Laws.

re

2. The corporation, including all activities incident to its purposes, shall at all times be conducted so as to be a governmental entity pursuant to Section 115 of the United States Internal Revenue Code ("IRC") or any successor law. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activity not permitted to be carried on by a governmental instrumentality exempt from federal income tax under Section 115 of the IRC or by a nonprofit corporation organized under the laws of the State of Michigan and subject to a Contract authorized under the Code.

ARTICLE III

The corporation is organized on a non-stock, directorship basis.

The value of assets which the corporation possesses is:

Real Property: \$0.

Personal Property: \$569,803.00.

The corporation is to be financed under the following general plan:

- a. State school aid payments received pursuant to the State School Aid Act of 1979 or any successor law.
- b. Federal funds.
- c. Donations.
- d. Fees and charges permitted to be charged by public school academies.
- e. Other funds lawfully received.

ARTICLE IV

The address of the registered office is 4660 South Hagadorn Road, Suite 500, East Lansing, Michigan 48823.

The mailing address of the registered office is the same.

The name of the resident agent at the registered office is: Michael Malone.

ARTICLE V

The corporation is a governmental entity.

ARTICLE VI

The corporation and its incorporators, board members, officers, employees, and volunteers have governmental immunity as provided in section 7 of Act No. 170 of the Public Acts of 1964, being section 691.1407 of the Michigan Compiled Laws.

ARTICLE VII

Before execution of a contract to charter a public school academy between the corporation and the Board of Regents of Eastern Michigan University (the "Authorizing Body"), the method of selection, length of term, and the number of members of the Board of Directors of the corporation shall be approved by a resolution of the Authorizing Body as required by the Code.

ARTICLE VIII

The Board of Directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the corporation. Notwithstanding any provision to the contrary, the corporation and its Board of Directors shall at all times comply with Academy Board Provisions, which are provisions regarding the method of selection, length of term, number of members, and other relevant provisions governing the Board of Directors, which may be changed from time to time by the Authorizing Body without the approval of the Academy Board.

ARTICLE IX

The officers of the corporation shall be a President, Vice-President, Secretary and a Treasurer, each of whom shall be a member of the Board of Directors and shall be selected by the Board of Directors. The Board of Directors may select one or more assistants to the Secretary or Treasurer, and may also appoint such other agents as it may deem necessary for the transaction of the business of the corporation.

ARTICLE X

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its board, directors, officers or other private persons, or organization organized and operated for a profit (except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in the furtherance of the purposes set forth in Article II hereof). Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by a governmental entity exempt from federal income tax under section 115 of the IRC, or comparable provisions of any successor law.

To the extent permitted by law, upon the dissolution of the corporation, the board shall after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation to the Authorizing Body for forwarding to the state school aid fund established under article IX, section 11 of the Constitution of the State of Michigan of 1963, as amended.

ARTICLE XI

The Terms defined in the Terms and Conditions of the Contract to Charter a Public School Academy ("Contract") between the Authorizing Body and the Academy shall have the same meaning in these articles.

These Articles of Incorporation shall not be amended except by the process provided in Article IX of the Terms and Conditions of the Contract executed by the corporation and the Authorizing Body. This process is as follows:

The corporation, by a majority vote of its Board of Directors, may, at any time, propose specific changes to these Articles of Incorporation or may propose a meeting to discuss potential revision to these Articles of Incorporation. The proposal will be made to the University Board through its designee. The University Board delegates to the University Charter Schools Office Director the review and approval of changes or amendments to these Restated Articles of Incorporation. In the event that a proposed change is not accepted by the University Charter Schools Office Director, the University Board shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University Board by the corporation.

At any time and for any reason, the University Board or an authorized designee may propose specific changes to these Restated Articles of Incorporation or may propose a meeting to discuss potential revision. The corporation's Board of Directors may delegate to an officer of the corporation the review and negotiation of changes or amendments to these Restated Articles of Incorporation. The Restated Articles of Incorporation shall be amended as requested by the University Board or an authorized designee upon a majority vote of the corporation's Board of Directors.

Amendments to these Restated Articles of Incorporation take effect only after they have been approved by the corporation's Board of Directors and by the University Board or the University Charter Schools Office Director, and the amendments are filed with the Michigan Department of Consumer and Industry Services, Corporation, Securities and Land Development Bureau. In addition, the corporation shall file with the amendment a copy of the University Board's or University Charter Schools Office Director's approval of the amendment.

ADOPTION OF ARTICLES

These Restated Articles of Incorporation were duly adopted on the 11th day of March, 2002, in accordance with the provisions of Section 642 of the Act. These Restated Articles of Incorporation restate, integrate and do further amend the provisions of the Articles of Incorporation and were duly adopted by the Directors. The necessary number of votes were cast in favor of these Restated Articles of Incorporation.

Signed this 11th day of March, 2002.

By: David McHale
David McHale, President

APPROVED BY:

Joseph F. Pollack
Joseph F. Pollack, Director
Eastern Michigan University
Charter Schools Office
Dated: 4/29/02

LAN01\88657.1

CONTRACT SCHEDULE 2

Bylaws

RESTATED BYLAWS
OF
ACADEMY FOR BUSINESS AND TECHNOLOGY

ARTICLE I

NAME

This organization shall be called Academy for Business and Technology (the "Academy" or "Corporation").

ARTICLE II

FORM OF CORPORATION

The Academy is a governmental entity, organized as a non-profit, non-stock, directorship corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in the City of Dearborn, County of Wayne, State of Michigan.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, but in any event must be located in the State of Michigan, and be the business office of the resident agent, as required by the Michigan Nonprofit Corporation Act. Changes in the resident agent and registered address of the Academy must be filed with the Michigan Department of Licensing and Regulatory Affairs, Commercial Services and reported to the Charter Schools Office.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed by the Academy Board of Directors ("Academy Board"). The Academy Board may exercise any and all of the powers granted to it under the Michigan Non-Profit Corporation Act or pursuant to Part 6A of the Revised School Code ("Code"). The Academy Board may delegate such powers to the officers and committees of the Academy Board as it deems necessary, so long as such delegation is consistent with the Articles, these Bylaws, the Contract and Applicable Law.

Section 2. University Board Resolution Establishing Method of Selection, Length of Term and Number of Academy Board Members. The method of selection and appointment, length of term, number of directors, oath of public office requirements, tenure, removal,

resignation, compensation and prerequisite qualifications for members of the Academy Board shall comply with the resolution adopted by The Board of Regents of Eastern Michigan University (the "University Board").

ARTICLE V

MEETINGS

Section 1. Annual and Regular Meetings. The Academy Board shall hold an annual meeting each year, as well as monthly meetings thereafter. The Academy Board shall provide, by resolution, the time and place, within the State of Michigan, for the holding of regular monthly meetings. The Academy Board shall provide notice of the annual and all regular monthly and special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 2. Special Meetings. Special meetings of the Academy Board may be called by or at the request of the Academy Board President or any Director. The person or persons authorized to call special meetings of the Academy Board may fix the place within the State of Michigan for holding any special meeting of the Academy Board called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the Corporation in the State of Michigan. The Corporation shall provide notice of all special meetings to the Charter Schools Office and as required by the Open Meetings Act.

Section 3. Quorum. In order to legally transact business, the Academy Board shall have a quorum present at a duly called meeting of the Academy Board. A "quorum" shall be defined as follows:

<u># of Academy Board positions</u>	<u># required for Quorum</u>
Five (5)	Three (3)
Seven (7)	Four (4)
Nine (9)	Five (5)

Section 4. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 5. Open Meetings Act. All meetings and committee meetings of the Academy Board shall at all times be in compliance with the Open Meetings Act.

Section 6. Notice to Directors. The Academy Board shall provide notice of any meeting to each Director stating the time and place of the meeting, with the delivery of such notice personally, by mail, facsimile or electronic mail to each Director at the Director's personal address or electronic mail address. Any Director may waive notice of any meeting by written statement sent by the Director to the Academy Board Secretary before or after the holding of the meeting. A Director's attendance at a meeting constitutes a waiver of the notice of the meeting required under this Section.

Section 7. Votes By Directors. The Academy Board meeting minutes shall reflect the vote, whether in favor, in opposition or in abstention, of each Director present at the meeting.

ARTICLE VI
COMMITTEES

Section 1. Committees. The Academy Board, by resolution, may designate one or more committees, each committee to consist of one or more Directors selected by the Academy Board. As provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, the committees shall have such powers as delegated by the Academy Board, except (i) filling of vacancies on the Academy Board or in the offices of the Academy Board or committees created pursuant to this Section; (ii) amendments to the Articles of Incorporation or Bylaws; or (iii) any action the Academy Board cannot lawfully delegate under the Articles, the Contract, the Bylaws or Applicable Law. All committee meetings shall at all times be in compliance with the Open Meetings Act. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Academy Board of its activities as the Academy Board may request.

ARTICLE VII
OFFICERS OF THE BOARD

Section 1. Number. The officers of the Corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant Treasurers and Assistant Secretaries or other officers as may be selected by the Academy Board.

Section 2. Election and Term of Office. The Academy Board shall elect its initial officers at its first duly noticed meeting. Thereafter, officers shall be elected annually by the Academy Board at the Corporation's annual meeting. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified or until the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Academy Board may be removed by a majority vote by the Academy Board whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Academy Board for the unexpired portion of the term of the vacating officer.

Section 5. President. The President of the Corporation shall be a member of the Academy Board. The President of the Corporation shall preside at all meetings of the Academy Board. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Academy Board attending the meeting shall preside. The President shall be an ex officio member of any standing committees and when designated by the Academy Board, Chairperson of any standing committee established by the Academy Board. The President shall, in general, perform all duties incident to the office of President of the Academy Board as may be prescribed by the Academy Board from time to time.

Section 6. Vice-President. The Vice-President of the Corporation shall be a member of the Academy Board. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Academy Board.

Section 7. Secretary. The Secretary of the Corporation shall be a member of the Academy Board. The Secretary shall: (a) keep the minutes of the Academy Board meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all authorized documents; (d) keep a register of the post office address of each Director; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Academy Board.

Section 8. Treasurer. The Treasurer of the Corporation shall be a member of the Academy Board. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; (b) keep accurate books and records of corporate receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Academy Board; (d) complete all required corporate filings; (e) assure that the responsibilities of the fiscal agent of the Corporation are properly carried out; and (f) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Academy Board.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Academy Board, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Academy Board. The Academy Board shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Academy Board may by resolution otherwise determine.

Section 10. Salaries. Directors of the Corporation, shall not be compensated for their services. By resolution of the Academy Board, Directors and officers of the Corporation may be reimbursed for reasonable expenses incident to their duties.

Section 11. Filling More Than One Office. Subject to the statute concerning the Incompatible Public Offices, Act No. 566 of the Public Acts of 1978, being Sections 15.181 to 15.185 of the Michigan Compiled Laws, any two offices of the Corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Academy Board may authorize any officer(s), assistant(s) or acting officer(s), to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Academy Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto. No contract entered into, by or on behalf of the Academy Board, shall in any way bind Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents.

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Academy Board. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or Director of the Corporation, other than in the ordinary and usual course of the business of the Corporation, shall be made or permitted. No loan entered into, by or on behalf of the Academy Board, shall in any way be considered a debt or obligation of Eastern Michigan University or impose any liability on Eastern Michigan University, the University Board, its regents, officers, employees or agents. To avoid creating or perpetuating circumstances in which the possibility of favoritism, conflicts of interest, or impairment of efficient operations may occur, the Corporation will not issue a debt instrument (e.g. loan agreement, promissory note, mortgage, line of credit, etc.) to any person employed by the Corporation or any person who serves on the Academy Board. This prohibition also applies to the issuance of a debt instrument to an entity owned or closely related to any Corporation employee or Academy Board member.

Section 3. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Academy Board.

Section 4. Deposits. Consistent with section 1221 of the Code, the Treasurer of the Academy shall deposit the funds of the Academy in a financial institution or in a joint investment authorized by the Code. All additional funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Academy Board may select, provided that such financial institution is eligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, as amended, being MCL 21.146 of the Michigan Compiled Laws.

Section 5. Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Academy Board, any shares or other securities issued by any other

Corporation and owned or controlled by this Corporation may be voted at any meeting of security holders of such other Corporation by the President of this Corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this Corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent with respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this Corporation by the President, the Secretary or the Treasurer of this Corporation without necessity of any authorization by the Academy Board, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this Corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this Corporation the same as such shares or other securities might be voted by this Corporation. This section shall in no way be interpreted to permit the Corporation to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests or other transfers of shares or other securities issued by any other corporation which are received by the Corporation.

Section 6. Contracts Between Corporation and Related Persons; Persons Ineligible to Serve as Directors. Pursuant to the Code, each Director, officer or employee of the Academy shall comply with the Incompatible Public Office statute, Act No. 566 of the Public Acts of 1978, being sections 15.181 to 15.185 of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities, Act No. 317 of the Public Acts of 1968, being sections 15.321 to 15.330 of the Michigan Compiled Laws. The Academy Board shall ensure compliance with the Contract and Applicable Law relating to conflicts of interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a Director, officer or member of a committee of the Corporation and each person who serves or has served at the request of the Corporation as a Director, officer, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the Corporation to the fullest extent permitted by the corporation laws of the State of Michigan as they may be in effect from time to time. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Academy Board, grant rights to indemnification to any employee or agent of the Corporation to the fullest extent provided under the laws of the State of Michigan as they may be in effect from time to time.

ARTICLE X

FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year.

**ARTICLE XI
AMENDMENTS**

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Academy Board at any regular or special meeting of the Academy Board, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for such meetings, and (b) the written approval of the changes or amendments by the University President or her designee. In the event that a proposed change is not accepted by the University President or her designee, the University Board shall consider and vote upon a change proposed by the Corporation following an opportunity for a written and oral presentation to the University Board by the Corporation. Amendments to these Bylaws take effect only after they have been approved by both the Corporation's Academy Board and by the University Board or its designee.

**ARTICLE XII
CONTRACT DEFINITIONS**

The definitions set forth in the Terms and Conditions incorporated as part of the Contract shall have the same meaning in these Bylaws.

CERTIFICATION

The Academy Board certifies that these Bylaws were adopted as and for the Bylaws of a Michigan corporation in an open and public meeting, by unanimous consent of the Academy Board on the 22 day of June, 2012.



CONTRACT SCHEDULE 3

Fiscal Agent Agreement

SCHEDULE 3

FISCAL AGENT AGREEMENT

This Agreement is part of the Contract issued by the Eastern Michigan University Board of Regents ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Academy for Business & Technology, a public school academy (the "Academy").

Preliminary Recitals

WHEREAS, pursuant to the Code and the Contract, the University Board, as authorizing body, is the fiscal agent for the Academy, and

WHEREAS, the University Board is required by law to forward to the Academy any State School Aid Payments received from the State of Michigan ("State") on behalf of the Academy,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Account" means an account established by the Academy for the receipt of State School Aid Payments at a bank, savings and loan association, or credit union which has not been deemed ineligible to be a depository of surplus funds under Section 6 of Act No. 105 of the Public Acts of 1855, being Section 21.146 of the Michigan Compiled Laws.

"Agreement" means this Fiscal Agent Agreement.

"Fiscal Agent" means the University Board or an officer or employee of Eastern Michigan University as designated by the University Board who receives State School Aid Payments on behalf of the Academy and forwards such payments to the Academy.

"Other Funds" means any other public or private funds which the Academy receives and for which the University Board voluntarily agrees to receive and transfer to the Academy.

"State School Aid Payment" means any payment of money the Academy receives from the State School Aid Fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

"State" means the State of Michigan.

"State Treasurer" means the office responsible for issuing funds to public school academies for State School Aid Payments pursuant to the School Aid Act of 1979, as amended.

ARTICLE II

FISCAL AGENT DUTIES

Section 2.01. Receipt of State School Aid Payments and Other Funds. The University Board is the Fiscal Agent for the Academy for the limited purpose of receiving State School Aid Payments and forwarding such payments to the Academy. By separate agreement, the University Board and the Academy may also agree that the University Board will receive Other Funds for transfer to the Academy. The Fiscal Agent will receive State School Aid Payments from the State, as provided in Section 3.02.

Section 2.02. Transfer to Academy. Except as provided in Article X of the Terms and Conditions and in the Oversight Agreement, the Fiscal Agent shall transfer all State School Aid Payments and all Other Funds received on behalf of the Academy to the Academy within ten (10) business days of receipt or as otherwise required by the provisions of the State School Aid Act of 1979 or applicable State Board rules. The State School Aid Payments and all Other Funds shall be transferred into the Account designated by a resolution of the Board of Directors of the Academy and by a method of transfer acceptable to the Fiscal Agent.

Section 2.03. Limitation of Duties. The Fiscal Agent has no responsibilities or duties to verify the Academy's pupil membership count, as defined in the State School Aid Act of 1979, as amended, or to authorize, to approve or to determine the accuracy of the State Aid School Payments received on behalf of the Academy from the State Treasurer. The duties of the Fiscal Agent are limited to the receipt and transfer to the Academy of State School Aid Payments and Other Funds received by the University Board on behalf of the Academy. The Fiscal Agent shall have no duty to monitor or approve expenditures made by the Academy Board.

Section 2.04. Academy Board Requests for Direct Intercept of State School Aid Payments. If the Academy Board directs that a portion of its State School Aid Payments be forwarded by the Fiscal Agent to a third party account for the payment of Academy debts and liabilities, the Academy shall submit to the Charter Schools Office: (i) a copy of the Academy Board's resolution authorizing the direct intercept of State School Aid Payments; and (ii) a copy of a State School Aid Payment Agreement and Direction document that is in a form and manner acceptable to the Fiscal Agent.

Section 2.05. Prior University Review Required for Certain Financial Transactions. The Academy is required to fully comply with Section 3.7 of this Contract's Terms and Conditions.

ARTICLE III

STATE DUTIES

Section 3.01 Eligibility for State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the eligibility of the Academy to receive State School Aid Payments. The State, through its Department of Education, has sole responsibility for determining the amount of State School Aid Payments, if any, the Academy shall be entitled to receive.

Section 3.02. Method of Payment. Each State School Aid Payment for the Academy will be made to the Fiscal Agent by the State Treasurer by issuing a warrant and delivering the warrant to the Fiscal Agent by electronic funds transfer into an account specified by the Fiscal Agent, or by such other means deemed acceptable to the Fiscal Agent. The State shall make State School Aid Payments at the times specified in the State School Aid Act of 1979, as amended.

ARTICLE IV

ACADEMY DUTIES

Section 4.01. Compliance with State School Aid Act. In order to assure that funds are available for the education of pupils, an Academy shall comply with all applicable provisions of the State School Aid Act of 1979, as amended.

Section 4.02. Expenditure of Funds. The Academy may expend funds that it receives from the State School Aid Fund for any purpose permitted by the State School Aid Act of 1979 and may enter into contracts and agreements determined by the Academy as consistent with the purposes for which the funds were appropriated.

Section 4.03. Mid-Year Transfers. Funding for students transferring into or out of the Academy during the school year shall be in accordance with the State School Aid Act of 1979 or applicable State Board rules.

Section 4.04. Repayment of Overpayment. The Academy shall be directly responsible for reimbursing the State for any overpayments of State School Aid Payments. At its option, the State may reduce subsequent State School Aid Payments by the amount of the overpayment or may seek collection of the overpayment from the Academy. In the event an overpayment of any kind is made to the Academy by the Fiscal Agent, the Academy shall be directly responsible for reimbursing the Fiscal Agent.

Section 4.05. Deposit of Academy Funds. The Academy Board agrees to comply with Section 1221 of the Revised School Code, MCL 380.1221, regarding the deposit of State School Aid Payments and Other Funds received by the Academy.

ARTICLE V

RECORDS AND REPORTS

Section 5.01. Records. The Fiscal Agent shall keep books of record and account of all transactions relating to the receipts, disbursements, allocations and application of the State School Aid Payments and Other Funds received, deposited or transferred for the benefit of the Academy, and these books shall be available for inspection at reasonable hours and under reasonable conditions by the Academy and the State.

Section 5.02. Reports. The Fiscal Agent shall prepare and make available to the Academy within thirty (30) days of September 30th, and annually thereafter, a written report dated as of September 30th, summarizing all receipts, deposits and transfers made on behalf or for the benefit of the Academy during the period beginning on the latter of the date hereof or the date of the last such written report and ending on the date of the report, including without limitation, State School Aid Payments received on behalf of the Academy from the State Treasurer and any Other Funds which the University Board receives under this Agreement.

ARTICLE VI

CONCERNING THE FISCAL AGENT

Section 6.01. Representations. The Fiscal Agent represents that it has all necessary power and authority to enter into this Agreement and undertake the obligations and responsibilities imposed upon it in this Agreement and that it will carry out all of its obligations under this Agreement.

Section 6.02. Limitation of Liability. The liability of the Fiscal Agent to transfer funds to the Academy shall be limited to the amount of State School Aid Payments as are from time to time delivered by the State for the benefit of the Academy and the amount of Other Funds as delivered by the source of those funds.

The Fiscal Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Fiscal Agent be responsible for the consequences of any error of judgment; and the Fiscal Agent shall not be answerable except for its own action, neglect or default, nor for any loss unless the same shall have been through its gross negligence or willful default.

The Fiscal Agent shall not be liable for any deficiency in the State School Aid Payments received from the State Treasurer to which the Academy was properly entitled. The Fiscal Agent shall not be liable for any State School Aid overpayments made by the State Treasurer to the Academy for which the State subsequently seeks reimbursement.

Section 6.03. Withholding of State Aid Funds. Notwithstanding any other provisions contained in this Contract, at its sole discretion, Eastern Michigan University, acting in its capacity as Authorizer and Fiscal Agent, and within permissible parameters as prescribed by the Code, may elect to increase its administrative fee up to 3% of the *total* state school aid received by the Public School Academy for all or any portion of the entire school year and thereafter, whenever any amount of state school aid is withheld as a result of the Public School Academy's failure to comply with any requirements of Federal, State or Local law or regulation.

Acknowledgment of Receipt

The undersigned, on behalf of the State of Michigan, Department of Treasury, acknowledges receipt of the foregoing Fiscal Agent Agreement that is part of the Contract issued by the Eastern Michigan University Board of Regents to Academy for Business & Technology.

BY: _____

_____, Director

Bureau of Bond Finance
Michigan Department of Treasury

Date: _____, 2020

CONTRACT SCHEDULE 4

Oversight Agreement

SCHEDULE 4

OVERSIGHT AGREEMENT

This Agreement is part of the Contract issued by The Board of Regents of Eastern Michigan University ("University Board"), an authorizing body as defined by the Revised School Code, as amended (the "Code"), to Academy for Business & Technology (the "Academy"), a public school academy.

Preliminary Recitals

WHEREAS, the University Board, subject to the leadership and general supervision of the State Board of Education over all public education, is responsible for overseeing the Academy's compliance with the Contract and all Applicable Law,

NOW, THEREFORE, in consideration of the premises set forth below, the parties agree to the following:

ARTICLE I

DEFINITIONS AND INTERPRETATIONS

Section 1.01. Definitions. Unless otherwise provided, or unless the context requires otherwise, the following terms shall have the following definitions:

"Agreement" means this Oversight Agreement.

"Compliance Certification Duties" means the Academy's duties set forth in Section 2.02 of this Agreement.

"Charter Schools Office" means the office designated by the University Board as the initial point of contact for public school academy applicants and public school academies authorized by the University Board. The Charter Schools Office is responsible for administering the Oversight Responsibilities with respect to the Contract.

"Oversight Responsibilities" means the University Board's oversight responsibilities set forth in Section 2.01 of this Schedule 4.

"State School Aid Payment" means any payment of money the Academy receives from the state school aid fund established pursuant to Article IX, Section 11 of the Michigan Constitution of 1963 or under the State School Aid Act of 1979, as amended.

ARTICLE II

OVERSIGHT AND COMPLIANCE CERTIFICATION RESPONSIBILITIES

Section 2.01. Oversight Responsibilities. The Charter Schools Office, as it deems necessary to fulfill the University Board's Oversight Responsibilities, may undertake the following:

- a. Conduct a review of the Academy's audited financial reports as submitted, including the auditor's management letters, and report to the University Board any exceptions as well as any failure on the part of the Academy to meet generally accepted public sector accounting principles.
- b. Conduct a review of the records, internal controls or operations of the Academy to determine compliance with the Contract and Applicable Law.
- c. Conduct a meeting annually, or as needed, between the Academy Board of Directors and a designee of the University Board to determine compliance with the Contract and Applicable Law.
- d. Institute action pursuant to the terms of the Contract to suspend, revoke or reform the Contract.
- e. Monitor the Academy's compliance with the Contract, the Code, and all other Applicable Law.
- f. Request periodic reports from the Academy regarding any aspect of its operation, including, without limitation, whether the Academy has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- g. Request evidence that the Academy has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, and local health departments.
- h. Determine whether the Academy has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- i. Provide supportive services to the Academy as deemed necessary and/or appropriate by the University Board or its designee.
- j. Evaluate whether mandated assessment programs are or have been appropriately administered to the Academy's student population.

k. Perform such other duties and responsibilities, in its sole discretion, which it deems necessary in order to conduct oversight of the Academy's compliance with this Contract, the Code and other applicable law.

Section 2.02. Compliance Certification Duties. The Academy agrees to perform all of the following Compliance Certification Duties:

a. Submit information to the Charter Schools Office in accordance with the Master Calendar of Reporting Requirements and the Epicenter Compliance Calendar adopted by the Charter Schools Office. The Master Calendar or Compliance Calendar may be amended from time to time as deemed necessary by the Charter Schools Office Director.

b. Submit quarterly financial reports to the Charter Schools Office in a form and manner determined by the Charter Schools Office. Submit other financial reports as established by the Charter Schools Office.

c. Permit inspection of the Academy's records and/or premises at any reasonable time by the Charter Schools Office.

d. Report any litigation or formal proceedings alleging violation of any Applicable Law by the Academy to the CSO Director and counsel for the University Board as designated in Article XII of the Terms and Conditions.

e. Upon request, provide copies of information submitted to the Michigan Department of Education, the Superintendent of Public Instruction, or State Board of Education to the Charter Schools Office.

f. Provide proposed Academy Board meeting agenda to the Charter Schools Office at least five (5) days prior to the Academy Board meeting. Provide approved agendas and minutes of all Academy Board of Directors' meetings to the University Charter Schools Office no later than ten (10) days after such items are approved.

g. Submit to the Charter Schools Office within ten (10) days of insurance renewal copies of the "ACORD" insurance certificate/s of liability insurance. Provide upon request by the Charter Schools Office, and in the manner requested, the Academy's insurance verification document and copies of insurance policies evidencing all insurance as required by the Contract. Provide upon request by the Charter Schools Office, or in accordance with the Epicenter Compliance Calendar, copies of all insurance required by the Contract to an independent insurance reviewer.

h. Submit to the Charter Schools Office a copy of the Academy's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.

- i. Submit to the Charter Schools Office, copies of all fire, health and safety approvals required by Applicable Law for the operation of a school.

- j. Submit annually to the Charter Schools Office, the dates, times and a description of how the Academy will provide notice of the Academy's pupil application and enrollment process. The Academy's pupil application and enrollment admission process must be conducted in a fair and open manner in compliance with the Contract and the Code. At a minimum, the Academy shall make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication process. All Academy notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the Academy. In addition, the Academy must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

- k. Upon receipt from the Michigan Department of Licensing and Regulatory Affairs, Bureau of Construction Codes and the Bureau of Fire Services, the Academy shall submit to the Charter Schools Office a copy of any Certificate of Occupancy approval for the Academy's school facility outlined in Schedule 6. The Academy shall not occupy or use the school facility identified in Schedule 6 until such facility has been approved for occupancy by the Bureau of Construction Codes and the Bureau of Fire Services or other local authorized building department.

- l. Submit to the Charter Schools Office copies of ESP agreements, if any, in compliance with the Charter Schools Office' ESP Policies, the Contract and the Code.

- m. By July 1st of each year, the Academy Board shall provide a copy of the Academy Board's public meeting schedule for the upcoming school year. The Academy Board's public meeting schedule shall include the date, time and location of the public meetings for the upcoming school year. Within ten (10) business days of Academy Board approval, the Academy Board shall provide a copy to the Charter Schools Office of any changes to the Academy Board public meeting schedule.

- n. Prior to the issuance of this Contract, the Academy Board shall provide the Charter Schools Office with a copy of the description of staff responsibilities for employees of the Academy for inclusion in the Contract.

- o. Prior to July 1 of each year, the Academy Board shall approve and submit an operating school budget. Prior to December 31 of each year and whenever necessary thereafter, the Academy Board shall approve and submit a revised operating school budget that includes, without limitation, the following: (i) the total projected amount of state school aid revenues based on the Academy's September pupil membership count; (ii) revised personnel costs; and (iii) any start-up expenses incurred by the Academy. The Academy will prepare and adopt its operating budget and all subsequent budget revisions in a form and manner prescribed by law and the Michigan Public School Accounting Manual. Within ten (15)

days of the Academy Board approving the budget (original and amended, if applicable), the Academy shall place a copy of that budget on the Academy's website within its transparency section, accessible to the public.

p. Submit proof annually that the Academy is employing classroom teachers who meet the certification requirements set forth in Part 22 of the Revised School Code, and may only use non-certified teachers when allowed by law. Before the Academy hires non-certified teachers, it shall notify EMU in writing of its intent to do so no less than 15 days before it takes such action. The Academy shall employ certified administrators and chief business officials as required by law.

To the extent that any dates for the submission of materials by the Academy under Section 2.02 conflict with dates set forth in the Master Calendar and Epicenter Compliance Calendar, the dates in the Master Calendar and Epicenter Compliance Calendar shall control.

Section 2.03. Waiver and Delegation of Oversight Procedures. The University Board or its designee and the Academy may agree to modify or waive any of the Oversight Duties or Compliance Certification Duties. The University Board may delegate its Oversight Duties, or any portion of its Oversight Duties, to an officer of the University or other designee.

ARTICLE III

RECORDS AND REPORTS

Section 3.01. Records. The Academy will keep records in which complete and correct entries shall be made of all Compliance Certification Duties conducted, and these records shall be available for inspection at reasonable hours and under reasonable conditions by the Charter Schools Office.

ARTICLE IV

MISCELLANEOUS

Section 4.01. Administrative Fee. The Academy agrees to pay to the University Board an administrative fee of 3% of the State School Aid Payments received by the Academy. This fee shall be retained by the University Board from each State School Aid Payment received by the University Board for forwarding to the Academy. This fee shall compensate the University Board for overseeing the Academy's compliance with the Contract and all Applicable Law and other related activities for which compensation is permissible.

Section 4.02. Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Academy and the University Board by this Agreement.

ARTICLE V

TRANSPARENCY PROVISION

Section 5.01. Information to Be Made Publicly Available by the Academy and ESP.

A. Information to Be Made Publicly Available by the Academy. The following described categories of information are specifically included within those to be made available to the public and the Charter Schools Office by the Academy in accordance with Section 12.17(a) of the Terms and Conditions:

1. Copy of the Contract
2. Copies of the executed Constitutional Oath of public office form for each serving Director
3. List of currently serving Directors with name, address, and term of office
4. Copy of the Academy Board's meeting calendar
5. Copy of public notice for all Academy Board meetings
6. Copy of Academy Board meeting agendas
7. Copy of Academy Board meeting minutes
8. Copy of Academy Board approved budget and amendments to the budget
9. Copies of bills paid for amounts of \$10,000.00 or more as submitted to the Academy Board
10. Copy of the quarterly financial reports submitted to the Charter Schools Office
11. Copy of curriculum and other educational materials given to the Charter Schools Office
12. Copy of school improvement plan (if required)
13. Copies of facility leases, mortgages, modular leases and/or deeds
14. Copies of equipment leases
15. Proof of ownership for Academy owned vehicles and portable buildings
16. Copy of Academy Board approved ESP Agreement(s)
17. Copy of Academy Board approved services contract(s)
18. Office of Fire Safety certificate of occupancy for all Academy facilities

19. MDE letter of continuous use (if required)
20. Local County Health Department food service permit (if required)
21. Asbestos inspection report and Asbestos management plan (if required)
22. Boiler inspection certificate and lead based paint survey (if required)
23. Phase 1 environmental report (if required)
24. List of current Academy teachers and school administrators with names and addresses and their individual salaries as submitted to the Registry of Educational Personnel
25. Copies of administrator and teacher certificates or permits for all current administrative and teaching staff
26. Evidence of fingerprinting, criminal back-ground and record checks and unprofessional conduct check required by the Code for all Academy teachers and administrators
27. Academy Board approved policies
28. Copy of the annual financial audit and any management letters issued to the Academy Board
29. Proof of insurance as required by the Contract
30. Any other information specifically required under the Code

B. Information to Be Made Publicly Available by the ESP. The following information is specifically included within the types of information available to the Academy by the Educational Service Provider (if any) in accordance with Section 12.17(b) of the Terms and Conditions:

1. Any information needed by the Academy in order to comply with its obligations to disclose the information listed under Section 5.01(A) above

CONTRACT SCHEDULE 5

Description of Staff Responsibilities

Act 18 Aide/One-on-One Aide

Job Description

Employer: The Leona Group

Job Title: Act 18 Aide, One-on-One Aide

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

A One-on-One Aide is assigned to a specific student whose disabilities are of such magnitude to require individual support throughout the school day (typically moderately- to severely- cognitively impaired, autistic, or physically/medically disabled students.) The student's disabilities may involve limitations on mobility, intellectual deficits, self-care, or other special needs. Assist a specific student in the regular education environment, under the direction of a building team composed of regular and special education staff. The team is responsible for identifying specific job tasks to be performed by each Aide in relation to the assigned student. Supervision is provided cooperatively by the general education and special education teachers.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Provides assistance to a specific eligible student with a disability when the individual educational planning team (IEPT) determines that additional assistance is necessary to support the student in a lesser restrictive general education classroom or community-based setting.
- Implements accommodations and modifications related to classroom activities based on needs identified in the student's IEP.
- Promotes social acceptance and interaction with general education peers.
- Promotes student independence in learning activities, completing classroom assignments and interacting with peers.
- Assists general and special education teachers in implementing daily lessons.
- Assists in implementing behavior intervention strategies.
- Maintains a log of specific support, as described in the student's IEP, which is provided while not under the direct supervision of a special education teacher.

QUALIFICATIONS

- Must meet No Child Left Behind requirements for para-professionals (specifically an associate's or higher degree; OR 60 college credits; OR achieve passing scores on an equivalent state-approved assessment demonstrating knowledge of and ability to assist in instructing reading, writing, and mathematics).
- Basic reading, writing, and communications skills as acquired through a high school diploma or its equivalent.
- Depending on the disabilities and/or special needs of the student to which the Aide is assigned, may need to be able to perform physical tasks such as lifting or restraining the student; may need to be mobile to assist the student with mobility; may need to assist the student with self care such as toileting and feeding.
- Demonstrated proficiency in a teaching/tutoring capacity.
- Evidence of successful experience in student and parent relations and in supporting students with special needs.
- Preferred 1 to 3 years experience.

Associate School Social Worker

Job Description

Employer: The Leona Group

Job Title: Associate School Social Worker

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

The primary focus of the school social worker is to assist students whose emotional/ social problems interfere with their ability to obtain maximum benefit from the educational program. The social worker may also act as a liaison between parents/ guardians, school, and public or private agencies responsible for student care and services to assist parents in taking advantage of services available in the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following related to services to students eligible for special education who have emotional/social problems:

- Conduct social work evaluations with students suspected of having emotional/behavioral problems which may qualify them for special education services.
- Participate in Multi-Disciplinary team meetings to review the results of evaluation(s) and make recommendations relative to eligibility.
- Participate in Individual Educational Planning team (IEP) meetings to identify the amount of social work support a student may require and develop annual goals/short-term instructional objectives related to the social/emotional needs of an eligible student.
- Provide social work services as described in student IEPs related to specific goals and objectives, and provide written evaluations on student progress.
- Conduct functional behavior assessments and assist in writing behavior intervention plans in cooperation with IEP team members.
- Assist school staff in carrying out behavior intervention plans.
- Maintain appropriate confidential records for each student served.
- Develop and plan activities with general education and collaborative teachers to facilitate inclusion of special education students with behavior problems in the general education classroom.
- If applicable, meet regularly with social work mentor and participate in other training necessary to advance skills and credentials to required level(s).

ESSENTIAL FUNCTIONS related to social work services on a school-wide basis:

- Provide pre-referral consultation to teachers and school leaders regarding students with behavior/adjustment issues and join the child study team when students with behavior problems are referred for interventions.
- Provide consultation to parents/guardians regarding family and community adjustment and utilization of community resources.
- Serve as a liaison between the school and community service agencies.
- May make home visits, with appropriate pre-approval and supervision, for family consultation and evaluation.
- Assist school teams in developing and carrying out crisis response plans; assist staff and parents in adjusting to crises/trauma.
- Assist the school team in developing and implementing school-wide behavior intervention strategies.
- Provide social skills training as part of school-wide behavior intervention strategies.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Masters in social work and licensure/certification with a School Social Worker endorsement or eligibility for temporary or full approval as a school social worker.
- Training in individual and group assessment and treatment techniques as acquired through academic preparation to become a Social Worker.
- Ability to formulate eligibility recommendations for students with emotional/social problems.
- Ability to communicate effectively both orally and in written communications.
- Familiarity with positive behavior intervention concepts; training in writing and implementing behavior intervention plans.
- Knowledge of social skills needed to change behavior and ability to integrate training into classroom activities.
- Ability to handle stressful situations and carry out responsibilities during times of crisis.
- Ability to work effectively as a team member in developing and providing services to students.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.

Athletic Coach

Job Description

Employer: The Leona Group

Job Title: Athletic Coach

Department: School

FLSA Status: Non-exempt

Reports to: School Leader, or Athletic Director (if applicable)

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Implement the Academy's program in one or more intra- or inter-mural sports. Instruct student-athletes in proper technique, ensure student safety and health, coordinate competitive events and practices, and support the Academy's mission with respect to student participation in extracurricular programs. If the school has an Athletic Director, these duties may be performed under the Director's supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Schedule and/or conduct practices, games/meets, and other activities. Organize practice time to provide both individual and team development. Teach the skills, techniques, rules, regulations, and equipment of the sport.
- May coordinate and supervise the work of assistant coaches, chaperones, parent volunteers or others. May assist in hiring and training other coaches.
- Hold organizational meetings for team prospects and encourage potential athletes to participate in the sport.
- Assess players' skills and assign positions. Observe players to determine needs for individual or team improvement.
- Serve as an adult role model for student athletes; demonstrate, through words and actions, a good example for young people, upholding the school's values and principles. Ensure coaching staff and players maintain appropriate conduct toward other players, officials, and spectators.
- Ensure students use proper techniques and develop skills and proficiency in their chosen sport. Promote positive competition among and between student athletes.
- Ensure student athletes are physically able to participate; promptly address student injuries or health problems; communicate with office and parents about any incident or injury.
- Independently or as directed, coordinate travel, meets, competitions and other events where student athletes will be participating. Schedule travel efficiently and effectively. Develop positive relationships with coaches and administrators in other schools and districts.
- With school leadership, determine criteria for athletic-related awards. Participate in special activities such as parents' night, banquets, award ceremonies, and assemblies.

- Ensure that all students who participate in sports activities are eligible to do so based on school rules and policies, as well as the rules and policies of any appropriate governing body such as the MHSAA. Maintain appropriate documentation.
- Uphold the school code of conduct while student athletes are participating in sports events both ‘at home’ and ‘away’. Communicate expectations to athletes and families.
- Implement consistent discipline among student athletes for infractions. Communicate with school office and administration about any issues relating to student injury, disciplinary concerns, behavior infractions, other relevant issues.
- Account for time worked (Coaches are typically paid on a stipend basis for a season but are expected to keep track of time worked throughout the season.)
- Adhere to all school policies regarding handling of financial matters. Promptly deposit any cash or other receipts; obtain receipts for payments made; maintain proper inventory of equipment; document concessions activities and receipts if applicable. If needed for travel, to pay vendors/ referees, or for other expenses, make purchase requests in sufficient time for processing.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Expertise in the sport to be coached, as acquired through prior experience as a player, coach, instructor, or other relevant experience. Familiarity with the sport’s history, rules, regulations, strategies and techniques.
- First Aid and CPR certification.
- Demonstrated ability to interact professionally with student athletes, their families, spectators, officials, fellow coaches, coaching authorities, and others, as acquired through prior experience.
- Must complete a fingerprint-based background check with results acceptable to the Academy.

Behavior Coordinator

Job Description

Employer: The Leona Group

Job Title: Behavior Coordinator

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist other school personnel in creating a positive and productive teaching/learning environment by working with the student on accomplishing specific behavior goals while in communication with the school social worker, assistant school leader, and parents for a successful educational environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Assist students with daily behavior objectives.
- Attend parent/teacher conferences.
- Work cooperatively with other school staff to provide learning opportunities for children.
- Help maintain discipline and facilitate a Positive Peer Culture.
- Observe and document student behaviors for program adherence.
- Follow written and verbal directions from supervision.
- Manage multiple concurrent projects.
- Provide consultation to parents/guardians and staff regarding student counseling sessions.
- Develop support services activities for students designed to strengthen their academic performance as well as their adjustment to school and life such as Big Brothers/Big Sisters, drug awareness activities, character education, etc.
- Team with the Academy social workers, school leader and assistant school leader in the development and implementation of student behavior management activities.
- Provide referrals to appropriate professionals in the school and/or the outside community.
- Provide feedback to school personnel based on classroom observation.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree desired but not required
- Must be certified as a Behavioral Interventionist

- Must meet No Child Left Behind requirements for Paraprofessionals (specifically an associate's degree, 60 college credits, or passing scores on a Michigan Department of Education approved test).
- Demonstrated proficiency in a teaching/tutoring capacity.
- Evidence of successful experience in employee, student, and parent relations.
- Conflict, Prevention and Intervention (CPI) Training desired but not required.
- Knowledge of Positive Peer Culture Model and the goals of the model desired, specifically creating a safe, welcoming, and respectful school climate and positive peer culture that helps student attachment to school and counter harassment and other negative behaviors.
- Ability to de-escalate emotionally charged individuals.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.

Behavior Interventionist

Job Description

Employer: The Leona Group

Job Title: Behavior Interventionist

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist other school personnel in creating a positive and productive teaching/learning environment by working with the student on accomplishing specific behavior goals while in communication with the school social worker, assistant school leader, and parents for a successful educational environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Assist students with daily behavior objectives.
- Attend parent/teacher conferences.
- Work cooperatively with other school staff to provide learning opportunities for children.
- Help maintain discipline and facilitate a Positive Peer Culture.
- Observe and document student behaviors for program adherence.
- Follow written and verbal directions from supervision.
- Manage multiple concurrent projects.
- Provide consultation to parents/guardians and staff regarding student counseling sessions.
- Develop support services activities for students designed to strengthen their academic performance as well as their adjustment to school and life such as Big Brothers/Big Sisters, drug awareness activities, character education, etc.
- Team with the Academy social workers, school leader and assistant school leader in the development and implementation of student behavior management activities.
- Provide referrals to appropriate professionals in the school and/or the outside community.
- Provide feedback to school personnel based on classroom observation.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree desired but not required
- Must be certified as a Behavioral Interventionist

- Must meet No Child Left Behind requirements for Paraprofessionals (specifically an associate's degree, 60 college credits, or passing scores on a Michigan Department of Education approved test).
- Demonstrated proficiency in a teaching/tutoring capacity.
- Evidence of successful experience in employee, student, and parent relations.
- Conflict, Prevention and Intervention (CPI) Training desired but not required.
- Knowledge of Positive Peer Culture Model and the goals of the model desired, specifically creating a safe, welcoming, and respectful school climate and positive peer culture that helps student attachment to school and counter harassment and other negative behaviors.
- Ability to de-escalate emotionally charged individuals.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.

Behavioral Paraprofessional

Job Description

Employer: The Leona Group

Job Title: Behavioral Professional

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Work collaboratively with the teacher, school leader, social worker and parents to support implementation of behavioral interventions as needed to assist students in the classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Assist students with daily behavior objectives.
- Attend parent/teacher conferences.
- Work cooperatively with other school staff to provide learning opportunities for children.
- Help maintain discipline and facilitate a Positive Peer Culture.
- Observe and document student behaviors for program adherence.
- Follow written and verbal directions from supervision.
- Manage multiple concurrent projects.
- Team with the Academy social workers, school leader and assistant school leader in the development and implementation of student behavior management activities.
- Provide feedback to school personnel based on classroom observation.
- Other duties may be assigned.

QUALIFICATIONS

- Bachelor's degree desired but not required.
- Must meet No Child Left Behind requirements for para-professionals (specifically an associate's degree, 60 college credits, or passing scores on a Michigan or Ohio Department of Education approved test).
- Preferred 1-3 years experience.
- Demonstrated proficiency in a tutoring capacity.
- Evidence of successful experience in employee, student, and parent relations.
- Conflict, Prevention and Intervention (CPI) Training desired but not required.

- Knowledge of Positive Peer Culture Model and the goals of the model desired, specifically creating a safe, welcoming, and respectful school climate and positive peer culture that helps student attachment to school and counter harassment and other negative behaviors.
- Ability to de-escalate emotionally charged individuals.
- Must complete a fingerprint-based background check and drug screening with results acceptable to the Academy.

Bus Driver

Job Description

Employer: The Leona Group

Job Title: Bus Driver

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

- Transport students safely to and from school or to school-sponsored activities. Maintain safe and clean bus conditions, keep necessary records, and communicate effectively with parents, students and staff about transportation-related matters

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Drive the school bus or other assigned vehicle to transport students between home and school or on school-sponsored activities. Adhere to transportation schedule so that students arrive on time to school or home. Follow all assigned traffic rules, safety procedures, and school expectations for transportation program.
- Report any incidents, accidents, or safety concerns to school administration. Complete related incident reports and comply fully with any accident investigation, insurance claim processing, safety checks, or other inquiries.
- Participate in any necessary safety drills, driver training, certification procedures, or other steps required to maintain driving credentials. Submit to random drug tests as required according to U.S. Department of Transportation requirements.
- Implement student procedures to ensure safety on the bus. Make necessary reports to parents and administrators when student behavior is a concern.
- Communicate professionally with students and parents regarding student needs or concerns; provide timely notice to parents and administrators in the event of any deviations from transportation schedule.
- Maintain a high level of cleanliness on assigned vehicle(s).
- Notify administrator of any necessary repairs or maintenance on assigned vehicle(s).
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Basic writing, reading and communications skills as acquired through a high school diploma or higher. Able to read and understand transportation instructions, traffic regulations and signs, and to make written and oral reports to supervisors.
- Prior experience in driving a bus or commercial vehicle preferred.
- Valid driver's license with appropriate endorsements; clear driver medical examination; and required driver training.
- Clear fingerprint-based background check including motor vehicle record to enable the individual to be covered through the school's insurance regarding student transportation.
- Able to communicate professionally and politely with students and parents even in stressful situations such as when the bus is delayed or when an accident has occurred; able to exercise appropriate supervision of students on the bus and to maintain order and discipline.
- Able to comply with routine safety procedures such as vehicle checks, end-of-shift sweep, and others.
- Clean pre-employment drug test and willingness to submit to both random and post-accident drug testing.

Core Team Leader

Job Description

Employer: The Leona Group

Job Title: Core Team Leader

Department: School

FLSA Status: Exempt

Reports to: Executive Vice President Midwest

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Supervise a cluster of charter school academies, providing the leadership and managerial expertise necessary to assure the overall success of each school. Facilitate effective communication between schools, support departments, authorizers, students and families, staff, school boards, and other constituencies.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Ensure that all aspects of school operations comply with state laws and regulations, as well as with academy contracts and policies. Establish effective systems to gather key benchmarks/data, ensure monitoring, and work with the Core Team to intervene to solve problems as needed.
- Supervise, train, and guide School Leader(s) in developing and achieving each academy's educational plan, consistent with the educational goals adopted by the board, state or federal authorities, authorizer/sponsor, applicable law, and any other guiding principles and regulation. Evaluate the progress of school leaders and any other assigned staff members toward the attainment of school and corporate goals.
- Ensure proper implementation of school plans, including instructional and financial plans, and accomplishment of goals.
- As needed, assume key roles in applications for new charters, school start-ups, negotiation of contracts, development of new relationships and new markets, charter re-authorization, and others.
- Manage the relationships between academies, authorizers and boards; maintain effective communication between and among parties; bring resources to bear as needed.
- Participate in corporate planning.
- Address and facilitate resolutions of conflicts.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Sophisticated abilities in communicating, by action, demeanor, and relationships with others, the organization and each school's mission and vision; ability to persuade key audiences; able to engage others in the organization to deliver core messages and to motivate them to do the same.
- A master's degree or higher in business, administration, curriculum/instruction or an academic area desired, providing expertise in supervision, leadership, and program oversight; or equivalent combination of education and experience to provide the necessary skills.
- 10 or more years managerial experience, demonstrating a high level of skill in supervising a staff and managing high-level and complex projects.
- A high level of initiative and the ability to manage short- and long-term projects.
- Strong understanding of school finances, to effectively supervise leaders in managing academy budgets in collaboration with other departments and with the academy board.
- Evidence of successful experience in public relations. Excellent ability to reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school and the organization to prospective clients.
- Ability to create and nurture effective teams, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources.

Custodian

Job Description

Employer: The Leona Group

Job Title: Custodian

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Responsible for keeping the school site and school materials clean and in good working order; identify potentially unsafe situations, and keep the physical plant and surrounding areas clean and free of debris.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Implement the directives of the School Leader or other designated supervisor with respect to cleaning the academy facility. May include cleaning classrooms, common areas, offices, restrooms, or any inside or outside area of the school building and grounds.
- Perform outside maintenance, depending on weather conditions and needs, including snow shoveling.
- Report concerns about safety or health as related to the academy facility to the School Leader; whenever possible, immediately correct potentially unsafe situations in order to avoid injury to self, staff, students, visitors and others.
- Follow established guidelines related to universal precautions including blood-borne pathogens procedures.
- May be responsible for ordering or purchasing cleaning materials or other supplies related to custodial work; follow procedures to ensure expenditures are properly documented and academy funds are properly handled.
- Work cooperatively with other staff members in completing assignments. May be responsible for coordination of work with facility landlord, if applicable.
- Preferred 1 to 3 years experience.
- Other duties as assigned.

PHYSICAL REQUIREMENTS

- Able to perform custodial duties including sweeping, mopping, vacuuming, and removing trash, which entails:
- Lifting up to 40 pounds daily
- Bending and twisting frequently throughout the work day in order to mop, sweep and perform other cleaning duties.

REQUIRED QUALIFICATIONS

- Basic reading, writing and speaking skills to enable staff members to understand and carry out supervisory instructions and to read and understand health and safety information (for example Material Safety Data Sheets).
- Ability to organize work to meet daily deadlines.
- May be required to work afternoon or evening shifts, depending on academy needs.

Food Service Aide
Job Description

Employer: The Leona Group

Job Title: Food Service Aide

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide assistance to the Cafeteria Manager in the lunchroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Assist in serving food as assigned.
- Prepare the cafeteria for service such as placing chairs, washing tables, cleaning and placing trays, etc.
- Organize supplies and equipment for efficiency and according to procedures.
- Make silverware accessible to students.
- Handle trash (place bags in trash cans, take out trash regularly, maintain cleanliness.)
- Assist with student needs and discipline while in the cafeteria.
- Clean after food service; stack chairs, move tables, organize supplies, sweep and mop as directed.
- Return all cleaning equipment to the designated area.
- Other duties as assigned.

QUALIFICATIONS

- Basic abilities to read and write to enable the employee to understand instructions and procedures for the food service program, as acquired through a high school diploma or equivalent coursework, experience and/or training.
- If required by the local jurisdiction, will be required to attain a permit or other credential for food handling; must have skills and knowledge necessary to attain such a qualification upon hire.
- Evidence of successful experience in student relations.
- Experience with the non-instructional supervision of children in an educational or similar setting.
- Ability to maintain a professional working relationship with others.
- Must complete a fingerprint-based background check with results acceptable to the Academy.
- Preferred 1 to 3 years experience.
- Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

Guidance Counselor

Job Description

Employer: The Leona Group

Job Title: Guidance Counselor

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Implements the district's dropout prevention initiatives in conjunction with providing support services in areas such as student attendance, community and parent involvement.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Collect, interpret and use student attendance data to develop strategies addressing dropout prevention.
- Collaborate with Health and Social Service Coordinator, Guidance Counselor, and student support personnel to address alternative educational placement opportunities for students. Explore alternative placement options within the district for students at risk of dropping out of school. Assist students in transferring to alternative placements within the district with administration approval.
- Maintain a collaborative network among school guidance counselors, attendance clerk, parent coordinator, and school based services support.
- Assist Counseling Department, when needed, to develop skills through peer mediation to assist students to solve their own conflicts responsibly and constructively and to increase their self-esteem, critical thinking and communication skills.
- Research model programs and funding opportunities for dropout prevention. Summarize, interpret, and disseminate current developments in dropout prevention through reading of professional journals, participation in professional development, and involvement in professional organizations.
- Act as school liaison to Department of Human Services referring all Child Protective issue to the Social Worker. Notify appropriate personnel immediately of suspected substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Provide a nurturing, supportive, and positive climate that encourages student responsibility, using positive motivation, clear routines, and effective management techniques. Maintain appropriate professional rapport with students to earn their respect and facilitate their success. Seek assistance of the parents and the School Leader when needed.

- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.
- Ensure the safety and health of all students, notifying the administration of any unsafe health concerns.
- Complete in a timely fashion all records and reports as required by law and regulation or requested by the School leader. Maintain accurate attendance monitoring records and logs.
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Coordinate with teachers for students who need tutoring to prevent failing and dropout. Directly provide after-school tutoring services to students who are deficient in Math, Reading, and Writing.
- Recommend to the School leader the supplies and equipment needed to support dropout prevention efforts and assist with ordering, following established procedures.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Other duties deemed as assigned.

REQUIRED QUALIFICATIONS

- Good professional business communications skills including ability to write effective business materials, make presentations, and conduct research, as acquired through college coursework in a discipline such as education, social work, human services, etc.
- Demonstrated ability to display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school, as acquired through prior experience or training.
- Demonstrated ability to organize, implement and monitor programs such as truancy prevention, community partnerships, after-school tutoring, family communications, and others, as acquired through prior experience in truancy prevention or similar efforts.
- Familiarity with student database systems including Admin Plus System
- Basic proficiency in office management and software including Word, Excel, Google, Outlook and others.
- “Highly qualified” status to provide instructional support, which could include an associate's degree, 60 college credits completed, or completion of the WorkKeys assessment of reading, writing and math skills.
- Preferred 1 to 3 years experience.
- Must complete a fingerprint-based background check with results acceptable to the Academy.

Instructional Coach

Job Description

Employer: The Leona Group

Job Title: Instructional Coach

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Supports teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following.

- Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.
- Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry. Observe teachers and review lesson plans and other teacher-generated documents, and give constructive feedback for improvement.
- Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness.
- Provide meaningful, timely feedback to teachers on ways to improve teaching skills.
- Monitor the implementation of teaching and learning processes in classrooms.
- Research instructional resources that best benefit the individual classroom teacher.
- Employ coaching processes that foster increased autonomy in direction and responsibility.

- Provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals.
- Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement.
- Facilitate reflective thinking and self-advocacy by being a neutral and active listener.
- Advocate on behalf of the students to ensure quality of education for all and to accomplish the school's educational goals.
- Promote on behalf of the classroom teacher, with the school administration, suitable professional development.
- Determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.
- Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.
- Other duties as assigned.

QUALIFICATIONS

- Superior teaching skills, as acquired through a current teaching certificate/license, 3-5 years of teaching experience, and demonstrated success in teaching as evidenced by student assessment data and other evidence.
- Ability to effectively share information and skills regarding data, curriculum, instruction, and assessment with school staff using a variety of coaching processes, e.g., verbal explanation, modeling, co-teaching, observing, conducting study groups, and other forms of professional development, as acquired through prior experience as a lead teacher, instructional coach, consultant, or comparable role.
- Ability to conduct classroom walkthroughs and observations for the purpose of identifying areas of strengths, weaknesses and professional development needs of the classroom teacher.
- Ability to create and maintain positive and supportive relationships with the principal and school staff.
- Ability to recognize the need for and knowledge of how to train staff to map and align the curriculum.
- Knowledge of how to disaggregate student data for instructional planning.
- Ability to develop and implement differentiated instructional methods that correspond to specific student needs.
- Knowledge of how to select appropriate instructional practices for various student groups.
- Understanding of how to appropriately use diagnostic tools and formative assessments to determine appropriate instruction. Familiar with a variety of instruments, technology tools and other resources for assessing and enhancing student performance.

MTSS Coordinator

Job Description

Employer: The Leona Group

Job Title: MTSS Coordinator

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

The school guidance program assists students in becoming responsible adults. Continuous attention is given to assisting students to develop competence in decision making, working with others, and taking responsibility for their own behavior in accordance with school policies and procedures. Under the guidance of the School Leader, this position implements counseling activities designed to improve the social and emotional awareness and aptitude of students with a focus on building a trauma informed community and improving overall academic performance of students.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Provide comprehensive guidance program for students, helping teachers improve classroom management and provide quality instruction to assist students in achieving high academic standards.
- Provide activities to meet the needs of students.
- Consult with teachers, staff and parents to enhance their effectiveness in helping students.
- Respond to mental health needs of students, staff, and families related to incidents of school violence, crime, accidents, terrorist activities, or other traumatic events in the school and community.
- Work with teachers and other staff to develop and implement targeted or school-wide programs to improve school functioning, school safety, and student mental health.
- Guide and counsel groups and individual students through the development of education and career plans, offering information and guidance on post-secondary education and training options, and assisting students and their families in meeting the financial requirements for post-secondary education. Provide resources and information to assist in career awareness and career exploration activities.
- Assist students and their families to overcome personal problems or disabilities that affect students' academic achievement and relationships with peers, family members, and others.
- Counsel small groups and individual students with problems.

- Consult with teachers, staff and parents regarding meeting the developmental needs of students.
- Provide a list of resources to students with several problems as to appropriate community resources in consultation with their parents.
- Conduct guidance activities in the classroom as planned in conjunction with school administrators and teachers; consult with and be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curriculum.
- Establish effective liaison with all grade levels; act as an advocate for students, as appropriate, in conjunction with faculty or staff.
- Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic topics, behavior and peer problems, family issues, child abuse and substance abuse.
- Participate in staffing and conduct in-service programs for faculty; conduct and facilitate conferences with teacher, student and parents; conduct or provide opportunities for parent education programs and assist families with school related problems.
- Consult and coordinate with in-district and community agencies after consulting with student's parents. Agencies may include school psychologists, nurses, administrators, community-based psychologists, social service agencies, or treatment facilities.
- Pursue professional growth by attending staff development programs and relevant workshops and conferences.
- Maintain student records and protect their confidentiality.
- Assist students in the transition from middle to high school, from high school to secondary education.
- Other duties as assigned.

REQUIRED QUALIFICATIONS

- Bachelor's degree in guidance and counseling, social work, school psychology, or a comparable program providing required knowledge of the principles of child development, counseling, guidance programs, and implementation of student support services.
- State certification as a Guidance Counselor, Social Worker, School Psychologist, or equivalent.
- K-12 teaching experience a plus.
- Strong organizational skills needed to develop and implement programs in collaboration with other school personnel, and to ensure compliance with all grant related requirements.
- Excellent oral and written communication skills.
- Knowledge of school-related technology tools and assistive/adaptive technology.
- Good interpersonal communications skills; must be flexible, able to work under pressure and stay on task.
- Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

Office Assistant

Job Description

Employer: The Leona Group

Job Title: Office Assistant

Department: School

FLSA Status: Non-exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist the office manager with school administrative functions, processes, equipment, and employees in accordance with TLG standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Assist in developing and maintaining efficient office procedures.
- Complete all delegated or routine typing/keyboarding of letters, documents and other academy items as designated by the school leader.
- Assist in maintaining a system for handling student records.
- Use computer to access information and communication networks relevant in accomplishing the academy's goals and daily operations.
- Regularly communicate professionally and courteously with students, faculty, parents, Board and the general community when representing the Academy.

REQUIRED QUALIFICATIONS

- High school diploma
- Minimum of three (3) years experience in all aspects of secretarial duties.
- Experience with computers and proficient with word processing software and spreadsheets
- Excellent interpersonal communication skills.

Office Manager

Job Description

Employer: The Leona Group

Job Title: Office Manager

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Manage school administrative functions, processes, equipment, and employees in accordance with Leona Group standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Maintain accurate and complete student records including hard-copy records, entry to student data management systems, department-specific records, and others. As required by the state and/or authorizer/sponsor, perform data entry for state reporting purposes.
- Generate and review reports for quality control purposes, troubleshoot and resolve problems. Provide regular reports to Leader, Board, corporate office, or others as directed, on topics such as enrollment, attendance, school programs or events, etc.
- Ensure procedures are in place to ensure the confidentiality of student records.
- Analyze and organize and direct office operations, procedures, and workflow to ensure that school and management company procedures are properly implemented.
- Provide training and direction for other office staff, if applicable.
- Make recommendations for improvement in school and office operations to School Leader.
- Remain aware of authorizer, state and federal compliance expectations and their impact on the school's standing.
- Assist with office clerical duties as needed including reception, keyboarding, making announcements, mail distribution, greeting visitors, and others.
- Assist with the scheduling of substitute teachers.
- Serve as liaison to building maintenance/property manager.

- Order office and school supplies; generate check requests, expense reports, purchase orders and other documents for Leader approval in a timely fashion.
- Interact with corporate support departments to identify and resolve problems; inform School Leader of concerns.
- Assist with facility security through coordination of and office keys, passcards, equipment, or other items.
- Support Human Resource initiatives such as annual benefits enrollment processes, new employee orientation, staff training and professional development, etc.
- Process clerical and personnel records to insure completeness, accuracy, confidentiality and timeliness.
- Review school payroll on a timely basis and prepare for Leader approval.
- Coordinate new hire processing; as requested, prepare documentation of personnel actions for Leader approval; maintain 'local' personnel files.
- Assist in coordination of social functions and other school meetings.
- Maintain and reconcile petty cash and school checking account.
- Administer first-aid and/or medications as permitted by parent/guardian authorization.
- Manage school document retention and destruction compliance as outlined by state archives.
- Serve as coordinating liaison for school volunteers including Parent-Teacher organizations.

QUALIFICATIONS

- Appropriate general business writing and math skills acquired through college coursework or equivalent training and experience.
- Strong proficiency in Microsoft Office products including Word, Excel, PowerPoint, and Outlook, as acquired through 3 or more years' work experience.
- Accurate alphanumeric data entry skills; familiarity with school management software programs; prior experience in a public school setting helpful but not required.
- Demonstrated success in implementing school and business office procedures as acquired through prior work experience.
- Evidence of proficiency in organizing projects and meeting multiple concurrent deadlines while successfully managing ongoing administrative work with frequent interruptions.
- Superior customer service skills; able to properly address internal and external customers in person, by phone, in writing and in email.
- Evidence of successful experience in student and parent relations.
- Ability to work as a team member to accomplish multiple complex and time-sensitive tasks. Prior experience training and supervising clerical or support staff is helpful but not required.
- Demonstrated ability to function independently in coordinating the responsibilities of a school office setting and in the frequent absence of the supervisor.
- Demonstrated ability to properly safeguard the confidentiality of student, staff and school data as well as office communications, activities and decisions.
- May be required to travel, including occasional overnight travel, to attend training and authorizer/sponsor mandated events.

Parent Community Liaison

Job Description

Employer: The Leona Group

Job Title: Parent Community Liaison

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Carries out programs to improve the attendance, academic performance and general behavior of students. Also creates a better understanding on the part of the parents of our Academy and its goals.

Under the supervision of the school's leaders, performs duties of the position following well-established and defined policies and procedures. Requires some judgment and discretion to determine methods of communication with individual parent or family members. Contacts and interactions are such that empathy, tact, diplomacy and persuasion are common communication tools. Requires strong level of consistency, integrity and confidentiality. Clerical and record keeping duties are essential and require excellent organizational skills.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Implement all forms of disciplinary actions including; detentions, suspensions, behavior management strategies, and expulsion.
- Prepare regular report(s) for each student, daily, covering all aspects of behavior modification and attendance.
- Assists in developing school-community activities.
- Develops channels of communication between the school, family, and relevant community agencies.
- Assists families in the solution of problems which interfere with a child's success in school.
- Provides school staff with information gained from contacts with the home which may assist in resolving school problems.
- Performs routine clerical duties to assist appropriate staff in monitoring of categorically based components (regular or special education students). Record keeping.
- Reviews and records attendance on a daily basis. Follows up on special attendance problems.
- Monitor uniform compliance.

- Attend board meetings.
- Attends and promotes parental involvement in Parent Organization Committee meetings.
- Monitor and maintain records on students who are struggling in core subject areas, keeping staff, administration and parents informed of retention risks.

QUALIFICATIONS

- Requires thorough knowledge of the rules, goals and objectives of our Academy. Must be familiar with relevant public and private agencies. Must understand the target community and be familiar with the cultural background of minority, ethnic and disadvantaged groups. Must have good clerical and excellent office and record keeping skills. Requires good communication skills.
- Must be able to perform all of the duties of the position effectively and efficiently. Requires the ability to win the confidence of the people contacted in the course of work. Must be able to prepare clear and concise oral and written reports and perform general office duties of assignment. Requires the ability to exercise sound judgment, discretion and initiative. Requires the ability to communicate with and relate to disadvantaged people and minority, ethnic groups.
- High School diploma or equivalent required. Minimum of 1 year of experience involving public contact and required interpretation of feelings and attitudes preferably in an ethnic or minority setting required.

Security

Job Description

Employer: The Leona Group

Job Title: Security

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Responsible for monitoring the school property, helping to assure a safe, orderly environment, and notifying school leadership of any unusual occurrences. Responsible for assuring that all of the entrances and exits of the school are properly secured for the safety of the students and staff. In cooperation with the office staff, is responsible for greeting visitors and ensuring safety and security procedures are followed with respect to visitors.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Conduct regular walkthroughs inside and outside of the school
- Identify unclean, unsafe or disorderly situations and resolve them, or elevate the concern to the leadership staff
- Maintain regular records related to security incidents
- Communicate with students and others in the school to de-escalate problem situations and avoid conflicts; if conflicts or fights do arise, intervene to resolve issues, restore order and avoid injuries or damage; call for police or other assistance as appropriate
- Cooperate with law enforcement authorities as needed to make reports or investigate problem situations.
- Assist in conducting fire and tornado drills, evacuation plans, etc. May assist in emergency planning and emergency communications
- Administer first aid
- Other duties as assigned

QUALIFICATIONS

- Proven ability to communicate effectively with others in difficult or confrontational situations; able to de-escalate conflict and resolve disputes. Prior training in dispute resolution, mediation, and/or appropriate procedures to restrain students would be helpful
- Excellent interpersonal communication skills; able to maintain effective working relationships with students, staff, and others throughout the school. Able to create a welcoming environment while also maintaining safety and security
- Certification to perform first aid and CPR
- Prior relevant work history, such as experience in security, law enforcement, or school discipline
- Good basic business writing skills as acquired through a high school diploma or equivalent
- Physical/motor skills sufficient to allow the employee to move throughout the building quickly, make accurate observations of the environment, and to intervene if necessary in resolving conflicts
- Preferred 1 to 3 years experience.

School Leader

Job Description

Employer: The Leona Group

Job Title: School Leader

Department: School

FLSA Status: Exempt

Reports to: Core Team Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals and to assure the overall success of the academic program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Ensure that all aspects of operations comply with state laws and regulations, as well as with academy contracts and policies.
- Coordinate development of, and maintain, any written educational plan required by law and consistent with the educational goals adopted by the board.
- Ensure proper implementation of the school-wide instructional plan and adherence to state and federal Every Student Succeeds Act (ESSA) requirements.
- Strive to increase the efficient use of resources in the daily operations of the school.
- Articulate to the entire staff, board, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives.
- Continually monitor/supervise the progress of the staff and coordinate professional development opportunities on a regular basis.
- Assign staff to achieve the maximum benefit toward attainment of educational goals.
- Evaluate the progress of the professional and support staff toward the attainment of educational goals.
- Recommend changes in instructional or staffing patterns based on the analysis of staff and program progress.
- Establish and maintain a positive working relationship with the staff, student body, parents and community.
- Remain abreast of local, state and national issues/mandates that may affect the Academy.
- Maintain effective communication with supervisor and other company personnel in fulfilling managerial oversight responsibilities. Seek counsel and direction as needed to perform at a high level.

REQUIRED QUALIFICATIONS

- High level of ability to communicate, by action, demeanor, and relationships with others, the school's mission and vision; ability to persuade key audiences; able to engage staff to deliver the same core messages and to motivate them to do the same.
- A master's degree or higher in administration, curriculum/instruction or an academic area desired, providing expertise in curriculum development, leadership, and program oversight. Bachelor's degree required.
- 3-5 years administrative or supervisory experience, demonstrating a high level of skill in supervising a staff, effectively training, delegating and coaching for high performance.
- A high level of initiative and the ability to manage short- and long-term projects and initiatives; able to use technology and other tools effectively to utilize information, communicate, and manage projects. Adequate understanding of school finances preferred, to effectively manage the academy budget in conjunction with other departments and with the academy board.
- Evidence of successful experience in employee/parent relations. Excellent ability to: reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school to prospective parents and community partners.
- Ability to create and nurture an effective academy leadership team, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources; able to implement sound data analysis practices throughout the school for the purpose of continuous improvement.
- State teacher certification desired, along with successful teaching experience; or other equivalent experience providing the skills and knowledge necessary for school leadership.

School Meal Program Coordinator

Job Description

Employer: The Leona Group

Job Title: School Meal Program Coordinator

Department: School

FLSA Status: Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Process and maintain School Meal records. Assure compliance with local Health Department regulations in food service department. Order and serve food. Perform food service duties as assigned. Supervise food service staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Process and maintain school meal records accurately and in accordance with government regulations, and supervise other food service employees in these tasks
 - Process student meal applications
 - Maintain meal attendance records
 - Handle meal payments and a la carte sales
 - Maintain other records pertaining to food program
- Order food for meal program
 - Obtain accurate count for number of meals needed for students, and work with vendor to order appropriate number of meals
 - Monitor bills from vendor for appropriateness
 - Order commodities as needed according to menus provided by vendor
 - Order non-commodities food/supplies as needed by the school for the food program
- Serve food and manage food service area
 - Oversee food service operation for compliance with local health department regulations
 - Supervise food service staff and volunteers
 - Serve food to students and staff
 - Ensure cleanliness of food service areas
- Ensure compliance with all company and government safety regulations and procedures; work with School Leader and TLG support areas to monitor and manage food program costs

- Any other related duties as assigned

QUALIFICATIONS

- Business math and professional communications skills, and the ability to understand complex school meal program regulations and implement effective solutions, including through training others, as acquired through a high school diploma or equivalent; college coursework preferred
- Commitment to meet state requirements to become certified within a specified period of time, if not already certified
- Working knowledge of food service, sanitation, and recordkeeping requirements
- General office management skills including filing skills
- Strong math skills
- Knowledge of appropriate software programs (Word, Excel, etc.) along with general computer proficiency
- First Aid and CPR certification preferred

PHYSICAL REQUIREMENTS

- Occasional lifting to 40 pounds. Work environment includes both office and cafeteria settings

Social Worker

Job Description

Employer: The Leona Group

Job Title: Social Worker

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

The primary focus of the school social worker is to assist students whose emotional/social problems interfere with their ability to obtain maximum benefit from the educational program. The social worker may also act as a liaison between parents/guardians, school, and public or private agencies responsible for student care and services in order to assist parents in taking advantage of services available in the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Conduct social work evaluations with students suspected of having emotional/behavioral problems which may qualify them for special education services
- Participate in the Multi-Disciplinary Team meetings to review the results of evaluation(s) and makes a recommendation relative to eligibility
- Participate in Individual Educational Planning team (IEP) meetings to identify the amount of social work support a student may require and develop annual goals/short-term instructional objectives related to the social/emotional needs of an eligible student
- Provide social work services as described in student IEPs related to specific goals and objectives, and provide written evaluations on student progress
- Conduct functional behavior assessments and assist in writing behavior intervention plans in cooperation with IEP team members
- Assist school staff in carrying out behavior intervention plans
- Maintain appropriate confidential records for each student served

- Develop and plan activities with general education and collaborative teachers to facilitate inclusion of special education students with behavior problems in the general education classroom
- If applicable, meet regularly with social work mentor and participate in other training necessary to advance skills and credentials to required level(s)

ESSENTIAL FUNCTIONS RELATED TO SOCIAL WORK SERVICES ON A SCHOOL-WIDE BASIS:

- Provide pre-referral consultation to teachers and school leaders regarding students with behavior/adjustment issues and join the child study team when students with behavior problems are referred for interventions
- Provide consultation to parents/guardians regarding family and community adjustment and utilization of community resources
- Serve as a liaison between the school and community service agencies
- May make home visits, with appropriate supervision, for family consultation and evaluation
- Assist school teams in developing and carrying out crisis response plans; assist staff and parents in adjusting to crises/trauma
- Assist the school team in developing and implementing school-wide behavior intervention strategies
- Provide social skills training as part of school-wide behavior intervention strategies
- Other duties as assigned

REQUIRED QUALIFICATIONS:

- Masters in social work and licensure/certification with a School Social Worker endorsement or eligibility for temporary or full approval as a school social worker with 1 to 3 years experience.
- Skilled in individual and group assessment and treatment techniques as acquired through experience and/or training
- Ability to formulate eligibility recommendations for students with emotional/social problems
- Ability to communicate effectively both orally and in written communications
- Familiarity with positive behavior intervention concepts; training in writing and implementing behavior intervention plans
- Knowledge of social skills needed to change behavior and ability to integrate training into classroom activities
- Ability to handle stressful situations and carry out responsibilities during times of crisis
- Ability to work effectively as a team member in developing and providing services to students

Special Education Teacher

Job Description

Employer: The Leona Group

Job Title:Special Education Teacher

Department: School

FLSA Status: Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

A major portion of the special education teacher's time should be spent in the regular education classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provide direct services to special education students that are supportive of the general education teacher
- Provide consultation and assistance to general education teachers for planning, making adaptations and accommodations for special education students
- Team teach with general education teachers who have special education students that require direct special education teacher instruction in the following instructional areas: language arts, mathematics, science and social studies
- Assist general education teacher in providing supervision to volunteers and teacher aides who assist teachers in making curriculum modifications, adapting assignments and providing individualized support to special education students
- Assist teachers and the school social worker in developing and implementing behavior intervention plans for students on his/her caseload
- Consult with general education teachers in assigning grades and developing evaluative measures for students on his/her caseload
- Other duties may be assigned

THE FOLLOWING ARE ESSENTIAL DUTIES AND RESPONSIBILITIES WHICH REQUIRE TIME OUTSIDE THE CLASSROOM:

- Participate in child study teams and assist with the evaluation of educational needs and intervention strategies for students suspected of being handicapped
- Schedule and conduct IEP meetings

- Identify student deficits and strengths and write individual students goals, objectives, transition plans and education plans (IEP).
- Work as a member of the Multidisciplinary Evaluation Team (MET) for students referred for special education services.
- Assist teachers with curriculum and classroom activity adaptations and modifications.
- Serve as liaison to parents of special education students and encourage their participation in the program of services.
- Other duties may be assigned.

QUALIFICATIONS

- Bachelor's degree; teacher certification with special education endorsement(s) - OR - master's degree and other qualifications to enable application for temporary or full approval as a special education teacher
- Experience: 1 to 3 years preferred; successful special education teaching experience preferred
- Skilled in interviewing, individual and group treatment techniques
- Ability to formulate eligibility recommendations for special education students
- Demonstrated initiative and understanding in working with students, parents/guardians, teachers and staff
- Ability to communicate effectively both orally and written communications
- Ability to make decisions in accordance with board policies and established procedures

Substitute Teacher

Job Description

Employer: The Leona Group

Job Title: Substitute Teacher

Department: School

FLSA Status: Non-Exempt

Reports to: School Leader

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Responsible for carrying out the lesson plans of the teacher for whom he/she is substituting.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Follow the lesson plan provided by the teacher for whom he / she is substituting in accordance with the Academy's philosophy, goals and objectives
- Maintain appropriate records such as attendance and grades as directed by the Teacher or by the school administration
- Establish and maintain order in the classroom
- Maintain a classroom environment conducive to effective learning
- Take all necessary and reasonable precautions to protect the safety and security of students, materials, equipment and facilities
- Assist in upholding and enforcing school rules and administrative regulations

QUALIFICATIONS

- State teacher licensure/certification preferred but not required; if not licensed/certified, must meet requirements to be eligible for a temporary/substitute credential according to state requirements
- Educational credentials as required by the state in which the Academy is located; bachelor's degree preferred
- Demonstrated commitment to young people's learning success and achievement
- Demonstrated proficiency in a tutoring or instructional support capacity
- Evidence of successful experience in student and parent relations



THE LEONA GROUP

Teacher

Job Description

Employer: The Leona Group

Job Title: Teacher

Department: School

FLSA Status: Exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Provide high-quality instruction to students and work collaboratively with the school leader, colleagues, students, parents and the board to accomplish or surpass the academy's articulated educational goals. Work as a collaborative team member to implement the academy curriculum and accomplish short- and long-term academy goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Create a classroom environment that is conducive to learning; develop reasonable rules of classroom behavior and procedure; enforce the academy's student discipline code; collaborate in the implementation of initiatives such as school-wide behavior management systems
- Plan a program of study that meets the individual needs and goals of students; establish clear objectives for all lessons and units; ensure that lessons -- as planned, delivered, and assessed -- are aligned with state curriculum and school-wide curriculum standards
- Develop lesson plans and submit them for review and feedback as scheduled; work cooperatively with the academy's instructional coach to learn from feedback and improve the quality of instruction. Participate in ongoing analysis and planning to ensure that the school's curriculum remains aligned to state standards
- Collaborate with special education staff to implement, to the greatest extent possible, an inclusive approach to students with special needs. Remain aware of student needs; participate in child study teams or individualized education planning; implement accommodations and modifications as indicated in student IEP's; seek advice and counsel from student support services areas when needed to ensure that all students are fully served
- Collaborate with other staff, as necessary, to implement grant-funded programming to accelerate learning for students with a variety of needs including special education, at-risk, limited English proficient students and others, to bring them to grade level proficiency

- Maintain accurate and complete records as required; maintain the confidentiality of student records and student information. Complete any documentation necessary for the academy to be in compliance with regulatory requirements, such as time and effort reporting
- Communicate with parents and make provisions for being available outside normal hours; work with parents to encourage participation in their child's learning experiences; provide regular communication to parents regarding their children's performance
- Maintain professional competence via conferences, mentoring, involvement in professional organizations, continuing coursework, etc. Complete all coursework and other requirements necessary to maintain teaching credentials and "highly qualified" status, as required by the teacher's assignment
- Inform the school leader of needed instructional resources. Serve as an active member of teams such as grade-level, school-wide planning, school improvement or other areas of focus
- May participate in extracurricular activities such as coaching, clubs, student government, tutoring, enrichment activities, etc
- Other duties as assigned

QUALIFICATIONS

- State teacher licensure/certification with appropriate endorsements(s).
- Bachelor's degree with subject area emphasis and/or coursework and/or experience necessary to be deemed "highly qualified" for the grade/subjects to be taught. (Will consider non-certified applicants with a degree in the subject area to be taught; would be required to complete a plan of action to become "highly qualified" within a prescribed period of time)
- Demonstrated commitment to young people's learning success and achievement
- Demonstrated proficiency in a teaching/tutoring capacity as acquired through prior experience in tutoring, teaching or other education-related experience; evidence of successful experience in student and parent relations
- Preferred 1 to 3 years experience.



THE LEONA GROUP

Truancy Coordinator
Job Description

Employer: The Leona Group

Job Title: Truancy Coordinator

Department: School

FLSA Status: Non-exempt

Reports to: School Leader and or designee

Required: Criminal background checks, unprofessional conduct checks and fingerprinting will be conducted in accordance with State law.

SUMMARY

Assist school leadership in implementing dropout prevention and other school initiatives; coordinate school programs and activities with services of community partner agencies and criminal justice authorities, especially as those programs relate to adjudicated youth; assist in managing discipline situations; coordinate attendance improvement programs and work closely with parents of youth to ensure students are on- time and present at school; assist school leadership in creating the desired climate and school environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Interact with juvenile justice and/or state ward agencies to share information about students' social, educational, and emotional needs, in order to integrate school-based interventions with other services being received. Share relevant information with school staff as appropriate, to enhance or modify services being provided to students in the school setting.
- Communicate with criminal justice authorities on the behavior and recidivism rate of current and former students, in order to continuously improve the effectiveness of school-based activities and attendance.
- Network with other agencies to support at-risk students in achieving GED education.
- Advise individuals on matters pertaining to personal problems, educational and vocational objectives, social and recreational activities.
- Review reports of student misconduct referred for disciplinary action, to ensure recommendations meet the school's Code of Conduct/Code of Ethics requirements. As delegated, advise students about disciplinary matters and administer disciplinary sanctions or consequences.
- Monitor safety and security of school grounds.
- Maintain records or student attendance.

- Advise staff members on problems relating to policy, programs and administration, or refer issues to the School Leader as appropriate.
- Refer students, as necessary, to community resources in consultation with their parents/guardians.
- Direct and coordinate student community service projects, involving both public and private businesses.
- Assist School Leader with student admissions.

QUALIFICATIONS AND SKILLS REQUIRED

- College degree in education, counseling, guidance services, or a similar program strongly preferred with at least 1 to 3 years experience.
- Demonstrated ability to create and maintain positive working relationships with criminal justice, social service, and community agencies, enabling individuals to create a network of support for the entire school community.
- Good knowledge of community resources and key partners in dropout prevention, student services, social services, or other relevant fields.
- Evidence of successful experience in student and parent relations.
- Experience with adjudicated youth preferred, but not required.
- Conflict, Prevention and Invention (CPI) Training.
- Knowledge of Positive Peer Culture Model and the goals of the model, specifically creating a safe, welcoming, and respectful school climate and positive peer culture that helps student attachment to school and counters harassment and other negative behaviors.
- Strong behavior management skills.
- Ability to de-escalate emotionally charged individuals.

MANAGEMENT AGREEMENT

This Management Agreement (the “Agreement”) is made and entered into as of the first day of July, 2020, by and between Academy for Business and Technology, a Michigan non-profit corporation and a public school academy (“Academy for Business and Technology”) and The Leona Group, L.L.C. a Michigan limited liability company (“TLG”).

RECITALS

A. Academy for Business and Technology has been granted a Public School Academy Contract (the “Public School Academy Contract”) by Eastern Michigan University (the “Authorizer”) to operate a public school academy (the “Academy”) pursuant to the Public School Academy Contract in accordance with the Michigan Revised School Code (the “Code”).

B. Academy for Business and Technology and TLG desire to create an enduring educational partnership, whereby Academy for Business and Technology and TLG will work together to develop an environment of educational excellence and innovation at Academy for Business and Technology, based upon TLG's experience and capacity to implement and manage a comprehensive educational program (“Educational Program”).

C. Academy for Business and Technology has approved TLG's Educational Program and agrees that it is in the best interest of Academy for Business and Technology and the Academy to enter into this Agreement with TLG.

THEREFORE, the parties mutually agree as follows:

1. Public School Academy Contract; Required Provisions. Notwithstanding anything contained in the Agreement to the contrary, Academy for Business and Technology and TLG covenant and agree, as follows:

1.1. TLG agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Public School Academy Contract issued by Eastern Michigan University Board of Regents. The provisions of the Public School Academy Contract shall supersede any competing or conflicting provisions contained in this Agreement.

1.2. Nothing in this Agreement shall be construed to (i) interfere with the Board of Directors of Academy for Business and Technology's (the "Academy Board") duties under the Public School Academy Contract and Academy for Business and Technology's duties, (ii) interfere with the Academy Board's constitutional duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the Academy, (iii) cause Academy for Business and Technology's duties under the Public School Academy Contract to be limited or rendered impossible by action or inaction of TLG, or (iv) prohibit the Academy Board from acting as an

independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act. See Eastern Michigan University Charter Schools Office Educational Service Provider Policies (“ESP Policies”) at (C)(1).

1.3. No provision contained in this Agreement shall in any way impact Academy for Business and Technology's course of action in choosing to assert or not assert governmental immunity. See ESP Policies at (C)(2).

1.4. All financial, educational and student records pertaining to the Academy are Academy for Business and Technology's property ("Academy Records") and are subject to the provisions of the Michigan Freedom of Information Act. The Academy Records must be stored, in physical form or directly accessible electronically, on-site at the Academy's facility or be directly accessible at the Academy's facility. In addition, all records pertaining to teacher and administrator certification, as well as a copy of the employee handbook shall be maintained physically on site or directly accessible at the Academy facility. Except as permitted under the Public School Academy Contract and applicable law, no provision of this Agreement shall restrict the Authorizer's or the public's access to the Academy Records. ESP Policies at (C)(7).

1.5. All finance and other records of TLG related to Academy for Business and Technology will be made available to Academy for Business and Technology's independent auditor and the Eastern Michigan University Charter Schools Office (“CSO”) upon request. ESP Policies at (C)(8)

1.6. Except as permitted under the Code, TLG shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is party of an Academy student's education records. If TLG receives information that is party of an Academy student's education records, TLG shall not sell or otherwise provide the information to any other person except as permitted under the Code. For purposes of this section, the terms “education records” and “personally identifiable information” shall have the same meaning as those terms in section 1136 of the Code. See ESP Policies at (C)(16)(h).

1.7. If TLG suspects, discovers or is notified of a data security incident or potential breach of security and/or privacy relating to personally identifiable information from Academy education records or other information not suitable for public release, TLG shall immediately, but in no event later than forty-eight (48) hours from suspicion, discovery or notification of the incident or potential breach, notify the Academy Board of such incident or potential breach. TLG shall, upon the Academy Board's request, investigate such incident or potential breach, inform the Academy Board of the results of any such investigation, and assist the Academy Board in maintaining the confidentiality of such information. In addition to the foregoing, TLG shall provide the Academy Board with any assistance necessary to comply with any state and/or federal laws requiring the provision of notice of any privacy incident or security

breach with respect to any personally identifiable information from Academy education records or other information not suitable for public release to the affected or impacted individuals and/or organizations, in addition to any notification to applicable state and federal agencies. See ESP Policies at (C)(14).

1.8. No provision of this Agreement shall alter the Academy Board treasurer's legal obligation to direct that the deposit of all funds received by the Academy be placed in the Academy's depository account as required by law; further the signatories on the Academy Board accounts shall be solely Academy Board members or properly designated Academy Board employees. Interest income earned on Academy accounts shall accrue to the Academy. See ESP Policies at (C)(3).

1.9. The Academy Board shall have sole responsibility and authority to select and retain the independent auditor for Academy for Business and Technology. See ESP Policies at (C)(9).

1.10. TLG hereby certifies that it will not markup the costs of supplies, materials or equipment procured by TLG on Academy for Business and Technology's behalf and that all supplies, materials and equipment procured by TLG on behalf of Academy for Business and Technology will be inventoried by an acceptable method of inventory and further that an inventory of Academy equipment shall be maintained so that it can be clearly established which property belongs to Academy for Business and Technology. See ESP Policies at (C)(11).

1.11. In the event of termination or expiration of this Agreement, or this Agreement is terminated due to a Public School Academy Contract revocation, reconstitution, termination or non-renewal, TLG shall, without additional charge: (i) close the financial records on the then-current school fiscal year which includes, but is not limited to, the completion and submission of the annual financial audit, state and federal grant reporting and all other associated reporting within required timelines established by the appropriate local, state or federal authority; (ii) organize and prepare student records for transition to the new ESP, self-management or in the case of a school closure, transfer to a student's new school as designated by the student's parent / legal guardian or to a person or entity authorized to hold such records; (iii) provide for the orderly transition of employee compensation and benefits for the Academy's direct hire employees to the new ESP or self-management without disruption to staffing, or in the case of school closure, final payment of all employee compensation, benefit and tax obligations related to services provided by the ESP to the Academy; (iv) organize and prepare the Academy's records, both electronic and hard-copy, for transition to the new ESP, self-management or dissolution; and (v) provide for the orderly transition to the new ESP, self-management or dissolution of all Academy-owned assets including, but not limited to, furniture, fixtures, equipment and real estate. This includes any keys, log-in information and passwords related to any Academy asset. The parties may agree upon other transition services to be provided by TLG at a mutually agreed upon fee. See ESP Policies at

(C)(24).

1.12. With respect to all persons providing instructional or administrative services to the Academy on a full time basis (the “Academy Staff) (i) nothing in this Agreement shall be construed as imposing a non-competition, no-hire, or similar provision, which would prohibit or restrict Academy for Business and Technology from hiring a member of the Academy Staff; nor (ii) shall any separate agreement between TLG and a member of the Academy Staff contain such a provision prohibiting or restricting a member of the Academy Staff from accepting employment from Academy for Business and Technology. See ESP Policies at (C)(22).

1.13. No material amendment or modification to this Agreement by the parties shall be undertaken without notification of the Authorizer and each such amendment or modification shall be accompanied by a legal opinion of Academy for Business and Technology's independent legal counsel in a form acceptable to the Authorizer.

1.14. The parties acknowledge and agree that the Eastern Michigan University Board of Regents, Eastern Michigan University and its members, officers, employees, agents or representatives (collectively, the “University”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, TLG hereby promises to indemnify and hold harmless the University from all demands, claims, actions, suits, causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees), of settlement and prosecution imposed upon or incurred by the University, and not caused by the sole negligence of the University, which arise out of or are in any manner connected with the University Board’s approval of the Academy’s application, the University Board’s consideration of or issuance of the Public School Academy Contract, TLG’s preparation for and operation of the Academy, or which are incurred as a result of the reliance by the University upon information supplied by TLG, or which arise out of the failure of TLG to comply with the Public School Academy Contract or applicable law. The parties expressly acknowledge and agree that the University may commence legal action against TLG to enforce its rights as set forth in this section of the Agreement. See ESP Policies at (C)(16)(a).

1.15. All Academy Staff shall undergo criminal background and unprofessional conduct checks as required by applicable law and all evidence of such reviews shall be available, in physical form, at the Academy facility or directly accessible at the Academy facility.

1.16. On an annual basis, TLG agrees to provide the Academy Board with the same information that a school district is required to disclose under section 18(2) of the State School Aid Act of 1979, MCL 380.1618, for the most recent school fiscal year for which the information is available. Within thirty (30) days of receipt of this information, the Academy Board shall make the information available on the Academy's website home page, in a form and manner

prescribed by the Michigan Department of Education. The defined terms in Section 503c of the Code, MCL 380.503c, shall have the same meaning in this agreement. ESP Policies at (C)(16)(e).

1.17. TLG shall make information concerning the operation and management of the Academy, including without limitation the information described in Schedule 4 of the Academy's Charter Agreement with its Authorizer, available to the Academy as deemed necessary by the Academy Board in order to enable the Academy to fully satisfy its obligations under the law. ESP Policies at (C)(16)(f).

1.18. TLG shall notify the Academy Board if any principal or officer of TLG or if TLG as an entity (including any related organizations or organizations in which a principal or officer of TLG served as a principal or officer) has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

1.19. In the event that the Academy is required (i) to close an Academy site pursuant to a notice issued under Section 507, 528 or 561 of the Code; or (ii) to undergo a reconstitution pursuant to Section 507, 528 or 561 of the Code and the Public School Academy Contract Terms and Conditions, and such closure of an Academy site or reconstitution causes an amendment to or termination of this Agreement, the parties agree that this Agreement shall be amended or terminated to implement the Academy site closure or reconstitution, with no cost or penalty to the Academy, and TLG shall have no recourse against the Academy or the University Board for implementing such site closure or reconstitution. See ESP Policies at (C)(16)(g).

1.20. TLG agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Public School Academy Contract. The provisions of the Public School Academy Contract shall supersede any competing or conflicting provisions contained in this Agreement. See ESP Policies at (C)(16)(c).

1.21. Any equipment, materials and supplies ("Academy Equipment") purchased by TLG on behalf of or as the agent of Academy for Business and Technology, shall be and remain the sole property of Academy for Business and Technology. When acquiring Academy Equipment, TLG will comply with Sections 1267 and 1274 of the Michigan Revised School Code ("Bidding Requirements") to the same extent that the Bidding Requirements would apply to Academy for Business and Technology when making purchases of Academy Equipment directly from a third party supplier. See ESP Policies at (C)(10).

1.22. The Academy owns all proprietary rights to curriculum or educational materials ("Educational Materials") that (i) are both directly developed and paid for by Academy for Business and Technology; or (ii) were developed by TLG at the direction of the Academy Board with Academy funds dedicated for the specific purpose of developing such curriculum or materials. TLG shall own all proprietary rights to Educational Materials previously developed or copyrighted by TLG, or Educational Materials that are developed by TLG using funds from the

Academy paid to TLG as part of TLG's Management Fee for services and not developed at the direction of the Academy Board.. TLG acknowledges and agrees that the Educational Materials owned by TLG and teaching techniques used by the Academy may be subject to disclosure under the Michigan Revised School Code and the Michigan Freedom of Information Act. ESP Policies at (C)(12).

1.23. Marketing and development costs paid by or charged to Academy for Business and Technology shall be limited to those costs specific to Academy for Business and Technology's program and shall not include any costs for the marketing and development of TLG. ESP Policies at (C)(18).

1.24. Evaluation of TLG. The Board will evaluate the performance of TLG each year to provide TLG with an understanding of the Board's view of its performance under this Agreement. The Board and TLG agree to meet in good faith and mutually create an evaluation system that is aligned with the Academy's academic, operational and fiscal goals. A preliminary evaluation will normally occur in January of each year followed by a year-end evaluation in June.

1.25. Legal Counsel. The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Public School Academy Contract, this Agreement and applicable law. The Board and TLG shall not substantially amend this Agreement without notifying the Eastern Michigan University President. Each substantial amendment or modification shall be accompanied by a legal opinion of the Academy's independent legal counsel that all requirements of applicable law have been met and that there are no improper and/or unlawful interrelations or conflicts created by such amendment or modification. All, substantial or otherwise, amendments to this Agreement shall be submitted to the University President within 10 days of such amendment.

2. Educational Services. For the Term of this Agreement, TLG will provide to Academy for Business and Technology in conjunction with the Academy the following educational services consistent with the Public School Academy Contract (the "Educational Services"). Additionally, the Academy Board shall designate the employees of TLG requiring access to student educational record information, as defined under 20 USC 1232g ("FERPA") as "school officials" shall be entitled to access such educational record information. ESP Policies at (C)(15).

2.1. Curriculum. The development and implementation of the curriculum used at Academy for Business and Technology.

2.2. Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), teachers and support staff, all in

accordance with this Agreement.

2.3. Instructional Tools. The selection of instructional tools, equipment and supplies, including textbooks, computers, software and multimedia teaching tools.

2.4. Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

2.5. Additional Educational Services. Any other services required by the Authorizer or the State of Michigan Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at the Academy for Business and Technology as agreed to from time to time between TLG and Academy for Business and Technology ("Supplemental Programs").

3. Administrative Services. For the Term (as defined in Section 9), subject to the Public School Academy Contract and the approval of the Board of Directors of Academy for Business and Technology (the "Board"), TLG will provide to Academy for Business and Technology for the Academy the following administrative services (the "Administrative Services"):

3.1. Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 14.

3.2. Facility Operation and Maintenance. Coordination with entities with which TLG contracts on behalf of Academy for Business and Technology for the Academy for the provision of operation and maintenance services for the Academy's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.3. Technology and Professional Development. Coordination with entities with which TLG contracts on behalf of Academy for Business and Technology for the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

3.4. Business Administration. Administration of all business aspects of Academy for Business and Technology operation.

3.5. Transportation and Food Services. Coordination with entities with which TLG contracts on behalf of Academy for Business and Technology for the Academy for the

provision of transportation and food services for the students enrolled at Academy for Business and Technology, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

3.6. Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

3.7. Budgeting, Budgeting Process, Financial and Other Reporting.

3.7.1. Beginning with respect to the 2020-21 School Year, the preparation of a proposed annual budget (the "Academy Budget") for each School Year, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Public School Academy Contract submitted to and approved by the Authorizer. The projected Academy Budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

3.7.2. TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy Budget for any School Year must be submitted to Authorizer and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of the Academy for Business and Technology and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and Academy for Business and Technology shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Authorizer and/or any other State governmental agency.

3.7.3. Working in cooperation with the Board, TLG shall prepare, for Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in

the approved Academy Budget.

3.7.4. As required by the Authorizer or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for such School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and or any other governmental agency prior to the commencement of the next following School Year. At the September, November and March Board meetings, TLG shall provide to the Board a detailed student enrollment report containing demographic information, including ethnic background, English language learners, socioeconomic status, homelessness, home distance from school, participation in enrichment programs, qualification for free or reduced lunch, special education needs (by specific need), academic performance, need for social work services, use of before and after school services and school provided transportation usage. At the September and February Board meetings, TLG shall provide to the Board a staffing report detailing the staff members by campus, grade, title, qualifications, employment status and length of employment. On a monthly basis, TLG shall provide to the Board a list any staff vacancies and any compliance issues.

3.7.5. The preparation of detailed statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Academy by TLG, whether incurred on-site or off-site.

3.7.6. The preparation of other financial statements as required by and in compliance with the Public School Academy Contract, the Code and other applicable laws and regulations, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of Academy for Business and Technology's financial statements. The cost for preparation of the financial statements and audits will be the responsibility of Academy for Business and Technology and will be provided for in the Academy Budget.

3.7.7. The preparation of such other reports on a periodic basis, relative to the finances and operation of Academy for Business and Technology, as the same may be requested or required by the Michigan Department of Education or the Authorizer to ensure compliance with the terms of the Public School Academy Contract and applicable law.

3.7.8. Other information on a periodic basis reasonably necessary to enable Academy for Business and Technology to monitor TLG's performance under this and related agreements including the effectiveness and efficiency of its operations at Academy for Business and Technology, including but not limited to:

3.7.8.1 Copies of all bills paid for amounts of \$10,000.00 or more in the corresponding monthly financial report to the Board, in a form and format mutually agreed upon by the parties.

3.8. Maintenance of Financial and Student Records.

3.8.1. TLG will maintain accurate financial records pertaining to its operation of Academy for Business and Technology, together with all Academy for Business and Technology financial records prepared by TLG and retain all such records for a period of five (5 years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to Academy for Business and Technology will be available to Academy for Business and Technology, the Authorizer or the Michigan Department of Education for inspection and copying promptly following a written request to the extent practicable.

3.8.2. TLG will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Public School Academy Contract, the Code and applicable laws and regulations and retain such records permanently on behalf of Academy for Business and Technology or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to the Academy for Business and Technology and become the sole responsibility of the Board. TLG and Academy for Business and Technology will maintain the proper confidentiality of personnel, students and other records as required by law and the Public School Academy Contract.

3.8.3. Academy for Business and Technology shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of Academy for Business and Technology

3.8.4. TLG shall provide the Academy Board monthly financial statements that (at a minimum) include a balance sheet, and an object-level detailed statement of revenues, expenditures, and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances. All

finance and other records of TLG related to the Academy will be made available to the Academy and the Academy's independent auditor. See ESP Policies (C) (4) and (C)(8).

3.9. Admissions. Implementation of Academy for Business and Technology's admission policy per the Public School Academy Contract.

3.10. Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with Academy for Business and Technology's duties and obligations under the Code and other applicable laws and regulations.

3.11. Academic Progress Reports. TLG will provide to Academy for Business and Technology on a periodic basis, as necessary or appropriate for Academy for Business and Technology to satisfy its obligations under the Public School Academy Contract, the Code and other applicable laws and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TL performance of the Educational Services and Administrative Services.

3.12. Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by Academy for Business and Technology that are not in direct conflict with this Agreement, the Public School Academy Contract, the Code and other applicable laws and regulations.

3.13. Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of Academy for Business and Technology as agreed to, in writing, from time to time by TLG and the Board.

4. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Academy for Business and Technology (the "Educational Program") as proposed by TLG and adopted by the Board, all in compliance with the Public School Academy Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Public School Academy Contract. The provisions of the Academy's Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. ESP Policies at (C)(16)(C).

5. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Public School Academy Contract, Authorizer oversight, the Code and other applicable laws and regulations, TLG may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board

and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that Academy for Business and Technology will have the right to approve all material changes.

6. Budgeting for Educational Services and Administrative Services. TLG will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided that such obligations, duties and responsibilities are expressly limited by the Academy Budget established pursuant to Section 3.7, and TLG will not be required to expend funds on such services in excess of the amounts set forth in such Academy Budget. Marketing and development costs paid by or charged to the Academy shall be limited to those costs specific to the Academy program, and shall not include any costs for the marketing and development of the ESP. See ESP Policies at (C)(18).

7. Place of Performance Provision of Offices. Academy for Business and Technology will provide TLG with necessary and reasonable classroom and office space at the Facility to perform all Educational and Administrative services described in this Agreement. TLG will provide instructional, extra-curricular and co-curricular services at the Facility. TLG may provide other services elsewhere, unless prohibited by the Public School Academy Contract, the Code and other applicable laws and regulations.

8. Authority. By this Agreement, Academy for Business and Technology provides TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

9. Term.

9.1. Agreement Coterminous With Academy's Contract. This Agreement will be effective on July 1, 2020 and shall continue for the same length of time as the term of the Public School Academy Contract (the "Term"). Notwithstanding the foregoing, if the Public School Academy Contract issued by the Eastern Michigan University Board of Regents is suspended, revoked or terminated, or a new charter contract is not issued to the Academy after expiration of the Public School Academy Contract, this Agreement shall automatically be suspended or terminated, as the case may be, on the same date as the Public School Academy Contract is suspended, revoked, terminated or expires without further action of the parties. This section notwithstanding, TLG agrees to provide reasonable support and assistance during the transition and/or closure of the Academy. See ESP Policies at (C)(16)(b).

9.2. Maximum Term. The maximum term of an ESP Agreement shall not exceed the length of the Charter Contract. The CSO may waive this limitation in writing for a short time period upon a showing of good cause. See ESP Policies at (C)(19).

10. Further Assurance. Academy for Business and Technology and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, (d) would prevent TLG from meeting Academy for Business and Technology and TLG's educational goals.

11. Relationship of the Parties.

11.1. Status of the Parties. The relationship between Academy for Business and Technology and TLG is based on the terms of this Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

11.2. No Related Parties or Common Control. TLG will not have any role or relationship with Academy for Business and Technology that, in effect, substantially limits Academy for Business and Technology's ability to exercise its rights, including termination rights, under this Agreement. Academy for Business and Technology and TLG will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a) (3) of the 1986 Code.

12. Consideration for Services.

12.1. Management Fee. For the Term of this Agreement, Academy for Business and Technology will pay TLG an annual fee equal to ten percent (10%) of Academy for Business and Technology's Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean all receipts of Academy for Business and Technology of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by Academy for Business and Technology.

12.1.1. Services included in the Management Fee include: Educational Services, Academy Administration Services, Special Education Administration Services, and Technology Administration Services.

12.1.2. Services not included in the Management Fee that are to be reimbursed by the Academy are as follows: Food Services, On-site Technology

Services, On-site Special Education Services, E-rate Services, and Professional Development Services. Estimated costs for these services are included in the proposed budget presented to and approved by the Board. Changes to the cost projections are updated, presented to and approved by the Board through the budget amendment process.

12.1.3. Any services to be provided by TLG that are included in the Management Fee but are performed by a subcontractor shall not be charged to, reimbursed by, or passed through as an additional cost to the Academy. In addition, no corporate costs of TLG shall be charged to, or reimbursed by the Academy. See ESP Policies at (C)(6).

12.2. Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. TLG's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Academy.

12.3. Payment of Costs. The parties acknowledge Academy for Business and Technology is obligated to pay all costs and expenses associated with the operation of the Academy including but not limited to all personnel and benefits costs referenced in Section 14 ("Operational Expenses"). Upon agreement of the parties, the Academy Board may either (i) pay or reimburse TLG for approved fees or expenses upon properly presented documentation and approval of the Academy board or (ii) the Academy Board may advance funds to TLG for the fees or expenses associated with the Academy's operation provided that documentation for the fees and expenses are provided for Academy Board ratification. No corporate costs of TLG shall be charged to, or reimbursed by, the Academy. ESP Policies at (C)(5).

12.4. Payments to TLG. TLG will receive the monthly installment of its Manager Fee in advance on or about the fifteenth (15th) day of each month (but in no event later than the date that Academy for Business and Technology receives payments from the State of Michigan).

13. Other Revenue Sources. Academy for Business and Technology and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission, and the Public School Academy Contract, of Academy for Business and Technology, in the name of either TLG, Academy for Business and Technology or the Academy, provided, however, that (i) any solicitation of such grants by TLG in the name of Academy for Business and Technology and/or Academy for Business and Technology that are in excess of One Hundred Thousand Dollars (\$100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by TLG or Academy for Business and Technology for the benefit of Academy for Business and Technology from such other revenue sources shall be deemed to be Academy for Business and Technology funds, (iii) TLG shall not be required to administer

any grants that are not specifically approved, in writing, by TLG, in advance, (iv) only to the extent specifically provided in a grant, TLG shall be entitled to receive, in addition to all any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (v) both Academy for Business and Technology and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 13 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use Academy for Business and Technology and/or Academy for Business and Technology's name in such solicitation without the consent of Academy for Business and Technology.

13.1. Tax Exempt Foundation. Academy for Business and Technology may establish or participate in a tax-exempt foundation for the purpose of raising supplemental funds for Academy for Business and Technology. TLG will assist with the administration of a foundation at the Board's request. Monies from a foundation set up by and managed by the Board are exempt from Gross Revenues and the Management Fee.

14. Personnel and Training.

14.1. Personnel Responsibility. Subject to the limitations of this Agreement, the Public School Academy Contract, the Code and other applicable laws and regulations, TLG will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Board. TLG accepts full liability for benefits, salaries, payroll taxes, workers' compensation, unemployment compensation and liability insurance for its employees working at the Academy, and TLG shall be liable for all such payments if TLG does not seek reimbursement from the Academy for such costs within one year after such costs were incurred. See ESP Policies at (C)(13).

14.2. Employment Status. Except as specified in this Agreement or as required by the Code or the Public School Academy Contract, the School Leader, teachers and support staff selected by TLG for the Academy pursuant to this Agreement ("Academy Employees") will be employees of TLG or an affiliate of TLG which handles all TLG employment and human resources administration. TLG will be responsible for conducting or causing to be conducted by its affiliate all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at Academy for Business and Technology to the extent required under the Code and other applicable laws and regulations. Upon request, TLG will provide or cause to be provided to Academy for Business and Technology documentary evidence of such background checks. See ESP Policies at (C)(13).

14.3. Employee Benefits. Academy for Business and Technology hereby acknowledges and agrees with the package of employee benefits that will be provided to Academy Employees by TLG ("Benefits Package") pursuant to this Agreement and that any material modifications or changes to the Benefits Package shall be implemented only upon the agreement of its affiliate and TLG, with the approval of Academy for Business and Technology through the budgeting processes provided in this Agreement.

14.4. School Leader. Academy for Business and Technology and TLG acknowledge and agree that the accountability of TLG to Academy for Business and Technology and the Academy is an essential foundation of this Agreement, and because the responsibility of the administrator of Academy for Business and Technology (the "School Leader") is critical to the success of Academy for Business and Technology, TLG will have the authority, consistent with the Code and other applicable laws and regulations, to select and supervise the School Leader and hold the School Leader accountable for the success of Academy for Business and Technology. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by TLG. The School Leader and TLG, in turn, will have similar authority to select and hold accountable the teachers assigned to Academy for Business and Technology. Notwithstanding anything in this Section, TLG agrees to consult with the Board prior to hiring the School Leaders and will consult with the Board prior to taking any action that would alter the employment status of the School Leaders.

14.5. Teachers. TLG will provide Academy for Business and Technology with such teachers as are required to provide the Educational Services and Administrative Services. TLG and the School Leader will determine the number and assignments of such teachers. Such teachers may work at Academy for Business and Technology on a full or part time basis. Each teacher assigned to Academy for Business and Technology will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the Michigan Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, TLG will provide Academy for Business and Technology with documentary evidence of TLG's compliance with this Section 14.5.

14.6. Support Staff. TLG will provide Academy for Business and Technology with such support staff as is required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. TLG shall provide licensed or certified staff to provide services for positions requiring licensing or certification. Such support staff may work at Academy for Business and Technology on a full or part time basis.

14.7. Training. TLG will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology

to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Public School Academy Contract and consistent with TLG's past practices. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances.

15. Termination of Agreement.

15.1. By TLG. TLG may terminate this Agreement prior to the end of the Term specified in Section 9 in the event that Academy for Business and Technology fails to remedy a material breach of this Agreement within 30 days after written notice from TLG. A material breach includes, but is not limited to (i) Academy for Business and Technology's failure to pay any fee or reimbursement as required by the terms of this Agreement, or (ii) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement. Termination by TLG will not relieve Academy for Business and Technology of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a consequence of Academy for Business and Technology's breach (or of TLG's termination as a result thereof) of this Agreement.

15.2. By Academy for Business and Technology. Academy for Business and Technology may terminate this Agreement prior to the end of the Term specified in Section 9 in the event that TLG fails to remedy a material breach of this Agreement within 30 days after written notice from Academy for Business and Technology. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to Academy for Business and Technology funds or for other expenses incurred with respect to Academy for Business and Technology at TLG's direction, (ii) TLG's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Public School Academy Contract, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Public School Academy Contract such that the Public School Academy Contract will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission by TLG that causes Academy for Business and Technology to materially breach the Public School Academy Contract or any of Academy for Business and Technology's other material contractual obligations in anyway, (vi) filing of bankruptcy by TLG or (vii) any action or inaction of TLG that is not cured within 60 days of notice thereof which causes the Charter Contract to be revoked, terminated, suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination or suspension by the Authorizer. Termination by Academy for Business and Technology will not relieve Academy for Business and Technology of any obligations. for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by Academy for Business and Technology as a consequence of TLG's breach (or of Academy for Business and Technology's termination as a result thereof) of this Agreement. ESP Policies at (C)(16)(d).

15.3. Mid-Year Termination. Termination of this Agreement mid-year may cause a breach of the Public School Academy Contract. The Academy Board and TLG should make all efforts necessary to remedy a breach of this Agreement in-order to continue school operations until completion of the then-current school fiscal year. If a breach cannot be remedied, the Academy Board and TLGP agree to work cooperatively to transition management and operations of the school without disrupting the school's operations. TLG shall perform this transition in a similar manner as described under Section 1.9 based upon completion of the then-current school period.

15.4. Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion (a "Change in Law"), other than a Change in Law dealing generally with the funding of charter schools, has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 20. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

15.5. Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by TLG, or any affiliate thereof, to Academy for Business and Technology or the Academy will remain the real and personal property of TLG, and all personal property purchased by TLG with the funds provided to TLG by Academy for Business and Technology will be the personal property of Academy for Business and Technology.

15.6. Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, Academy for Business and Technology shall reimburse TLG for all expenses owed pursuant to Section 12.3.

16. Proprietary Information and Ownership.

16.1. Rights of the Academy for Business and Technology. The parties agree that Academy for Business and Technology shall own all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by Academy for Business and Technology; or (ii) were developed by TLG at the direction of Academy for Business and Technology's Board with Academy for Business and Technology funds dedicated for the specific purpose of developing such curriculum of materials.

16.2. Rights of TLG. The parties agree that TLG shall own proprietary rights to curriculum or educational materials that (i) were previously developed or copyrighted by TLG; or (ii) developed by TLG using funds from Academy for Business and Technology that are not dedicated for the specific purpose of developing Academy for Business and Technology

curriculum or educational materials. TLG recognizes and agrees that TLG's educational materials and teaching techniques used by Academy for Business and Technology are subject to disclosure under the Revised School Code and the Freedom of Information Act.

16.3. General. Each Party shall treat all such proprietary information as though it were a trade secret and copyrighted, and shall use efforts as may be reasonably requested to assure that no personnel or agent disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its expiration other than to the extent necessary for the implementation of this Agreement upon expiration of this Agreement, Academy for Business and Technology, however, may continue to use proprietary information developed on behalf of Academy for Business and Technology in the implementation of its ongoing educational program.

16.4. Required Disclosure. Academy for Business and Technology shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods may thereafter be made available to the public, as required by law, notwithstanding anything contained in this paragraph 16 to the contrary.

17. Indemnification.

17.1. Indemnification of TLG. Academy for Business and Technology will indemnify, defend and save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys' fees and costs) that may arise out of, or by reason of, any noncompliance by Academy for Business and Technology with any agreements, covenants, warranties or undertakings of Academy for Business and Technology contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of Academy for Business and Technology contained in or made pursuant to this Agreement. In addition, Academy for Business and Technology will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 17.1 may be met by the purchase of insurance pursuant to Section 18.

17.2. Indemnification of Academy for Business and Technology. TLG will indemnify, defend and save and hold Academy for Business and Technology and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys' fees and costs) that may arise out of, or by reason of, any noncompliance by TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse Academy for Business and

Technology for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 17.2 may be met by the purchase of insurance pursuant to Section 18.

18. Insurance.

18.1. Insurance Coverage. Academy for Business and Technology shall maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Public School Academy Contract and ESP Policies, (ii) to fully comply with the terms and conditions of any agreement to which Academy for Business and Technology is a party or (iii) by sound business practices ("Insurance Standards"). Such policies shall name TLG and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. Academy for Business and Technology will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. TLG shall maintain ESP policies of insurance, separate from and in addition to the insurance the Academy Board is required to maintain, as required by the Public School Academy Contract and the Michigan Universities Self Insurance Corporation. TLG shall agree to change the type or amount of coverage, as requested by the Authorizer, within thirty days after notice of the insurance coverage change. ESP Policies at (C)(17).

18.2. Property and Casualty Insurance. Academy for Business and Technology and TLG shall each maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of the Academy. The amount of such coverage shall be sufficient to fully comply with the Insurance Standards.

18.3. Workers' Compensation Insurance. Academy for Business and Technology and TLG shall each maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of the Academy, the cost of which shall be provided for in the Academy's budget.

18.4. Coordination and Cooperation. To the extent requested by Academy for Business and Technology, TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of Academy for Business and Technology under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 18. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

18.5. Additional Insurance Conditions. All insurance required by this Agreement or the Public School Academy Contract must be obtained from a licensed responsible company

licensed to do business in the State of Michigan. Academy for Business and Technology may join with other public school academies to obtain insurance if the Academy Board finds that such an association provides economic advantages to Academy for Business and Technology. Academy for Business and Technology shall list the Eastern Michigan University on the insurance policies as an additional insured as required by the Public School Academy Contract.

19. Warranties and Representations.

19.1. Representations and Warranties of TLG. TLG hereby represents and warrants to Academy for Business and Technology:

19.1.1. TLG is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Michigan.

19.1.2. To the best of its knowledge, TLG has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

19.1.3. TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

19.2. Representations and Warranties of Academy for Business and Technology. Academy for Business and Technology hereby represents and warrants to TLG:

19.2.1. Academy for Business and Technology is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Michigan.

19.2.2. The Public School Academy Contract (i) authorizes Academy for Business and Technology to operate the Academy and receive revenues under the Code from the State of Michigan and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests Academy for Business and Technology with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

19.2.3. Academy for Business and Technology has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

19.2.4. Academy for Business and Technology's actions and those of the Board have been duly and validly authorized.

19.2.5. To the best of its knowledge, Academy for Business and Technology is not in breach of the terms of the Public School Academy Contract and will use its best efforts to ensure that it will not breach the Public School Academy Contract in the future.

19.2.6. To the best of its knowledge, Academy for Business and Technology is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to Academy for Business and Technology's required performance under this Agreement.

19.2.7. The Educational Program has been reviewed and approved by resolution by the Board.

19.2.8. Academy for Business and Technology and the Board will use its best efforts to ensure that the Educational Program complies with and will continue to comply with the Public School Academy Contract, the Code and other applicable laws and regulations.

19.3. Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

20. Alternative Dispute Resolution Procedures.

20.1. Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 20.

20.2. Mediation. No party shall commence an arbitration proceeding pursuant to the provisions of Section 20.3 unless such party shall first give a written notice (a "Dispute Notice") to the other party hereto setting forth the nature of the Dispute. The parties shall attempt in good faith to resolve the Dispute by mediation under the Commercial Mediation Rules of the American Arbitration Association ("AAA") in effect on the date of the Dispute Notice. If the parties cannot agree on the selection of a mediator within 20 days after delivery of the Dispute Notice, the mediator will be selected by the AAA. If the Dispute has not been resolved by

mediation within 60 days after delivery of the Dispute Notice, then the Dispute shall be determined by arbitration in accordance with the provisions of Section 20.3.

20.3. Arbitration. Any Dispute that is not settled through mediation as provided in Section 20.2, shall be resolved by final and binding arbitration in Wayne County, Michigan, governed by the Federal Arbitration Act, 9 U.S.C. §1 et seq., and administered by the AAA under its Commercial Arbitration Rules in effect on the date of the Dispute Notice, except that persons eligible to be selected as arbitrators shall be limited to lawyers with excellent academic and professional credentials (i) who are or have been a partner in a highly respected law firm or a law professor for at least 10 years specializing in governmental affairs and either general commercial litigation or general corporate and commercial matters with relevant with experience in the field of education and (ii) who have both training and experience as arbitrators. All such Disputes shall be conducted by a single arbitrator, unless the Dispute involves more than \$250,000 in the aggregate in which case the arbitration shall be conducted by a panel of three arbitrators. Each party shall be entitled to strike on a peremptory basis, for any reason or no reason, any or all of the names of potential arbitrators for the list submitted to the parties by the AAA as being qualified in accordance with the criteria set forth herein. In the event the parties cannot agree on a mutually acceptable single arbitrator from the one or more lists by the AAA, the AAA shall designate three persons who, in its opinion, meet the criteria set forth herein, which designees may not include persons named on any list previously submitted by the AAA. Each party shall be entitled to strike one of such three designees on a peremptory basis, and shall indicate its order of preference with respect to the remaining designees, and the selection of the arbitrator(s) shall be made from such designee(s) which have not been so stricken by any party in accordance with their indicated order of mutual preference. The arbitrator(s) shall base their award on applicable law and judicial precedent and shall include in such award the findings of fact and conclusions of law upon which the award is based (a "cause opinion"). The CSO shall be notified of said decision and, upon the CSO's request, the cause opinion shall be made available. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. ESP Policies at (C)(20).

20.4. Costs and Attorneys' Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

20.5. Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 20 are pending. The parties will take such action, if any, required to effectuate such tolling.

21. Miscellaneous.

21.1. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between Academy for Business and Technology and TLG regarding the Academy.

21.2. Force Majeure. Notwithstanding any other section of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemics or other acts beyond its reasonable control.

21.3. Governing Law. The laws of the State of Michigan will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

21.4. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Academy.

21.5. Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

21.6. Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine), (iii) personal delivery or (iv) electronic mail with confirmation receipt. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To Academy for Business and Technology:	To TLG
Academy for Business and Technology	The Leona Group
	2125 University Park Drive
	Okemos, Michigan 48864
Attention: Board Chair	Attention: William Coats, CEO
	Tel: 517-333-9030
	Fax: 517-333-4559

21.7. Assignment. This Agreement will not be assigned by TLG without prior notification to the Authorizer and, further, without the prior consent in writing of Academy for Business and Technology nor assigned by Academy for Business and Technology without the prior consent in writing of TLG, provided that TLG may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of TLG's business and may delegate the performance of, but not responsibility for, any duties and obligations of TLG hereunder to any independent contractors, experts or professional advisors, subject to Academy for Business and Technology approval, which approval cannot be unreasonably withheld. Any party to whom the rights or obligations of this Agreement is assigned shall follow the requirements set forth in the ESP Policies of the Authorizer. ESP Policies at (C)(21).

21.8. Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both Academy for Business and Technology and of TLG.

21.9. Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

21.10. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by Academy for Business and Technology, such services will be construed to be limited to the extent necessary to make the services valid and binding.

21.11. Successors and Assigns. Except as limited by Section 21.7, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

21.12. No Third-Party Rights. Other than the third-party rights specifically enumerated for the Authorizer regarding indemnification, this Agreement is made for the sole benefit of Academy for Business and Technology and TLG, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either for them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

21.13. Survival of Termination. All representations, warranties and indemnities

21.14. Binding Effect: Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

[Redacted]

Academy for Business and Technology

The Leona Group, L.L.C.

By: Renee M. Newman

By: [Redacted]

Its Board President

Its CEO

[Redacted]

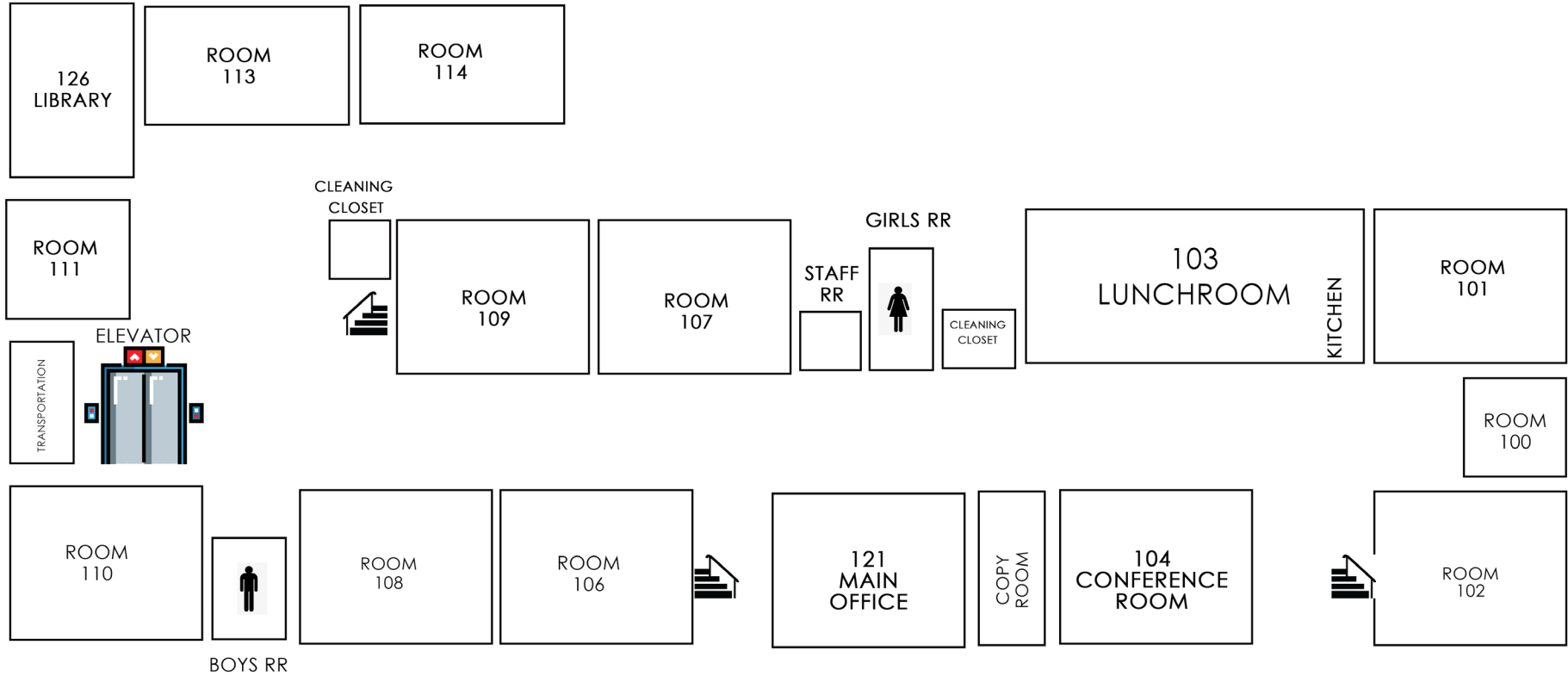
6/22/20

CONTRACT SCHEDULE 6

Physical Plant Description

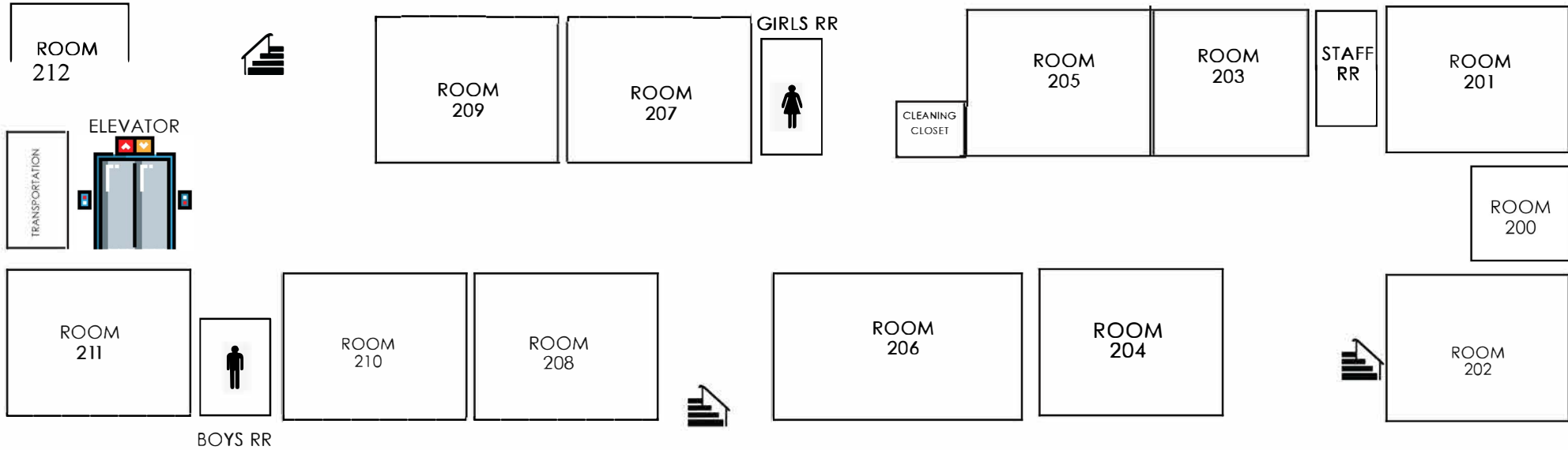


ACADEMY FOR BUSINESS & TECHNOLOGY
Middle/High School
First Floor Plan



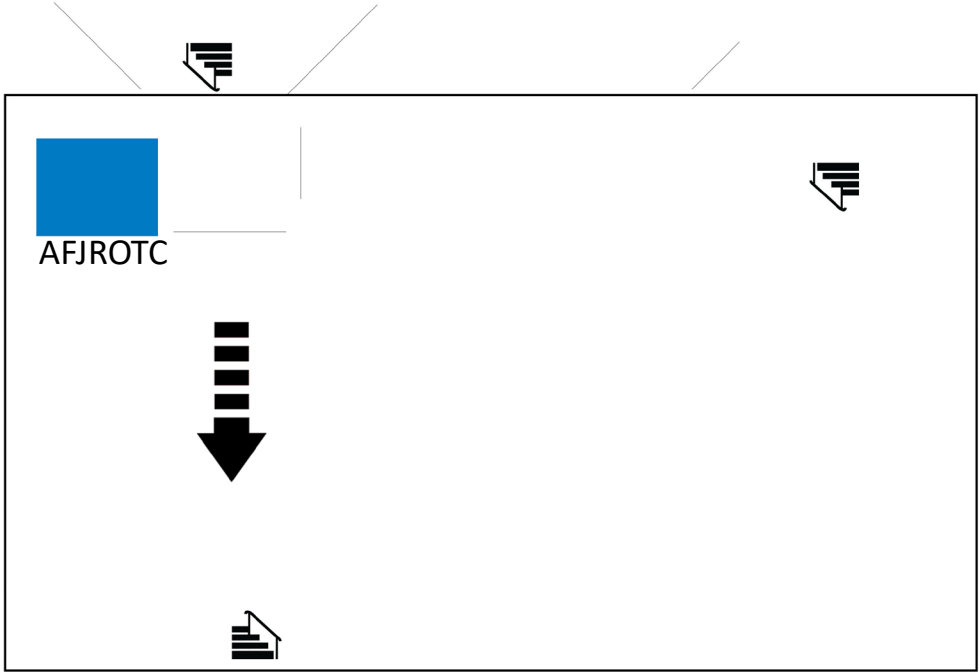


**ACADEMY FOR BUSINESS & TECHNOLOGY
Middle/High School
Second Floor Plan**





ACADEMY FOR BUSINESS & TECHNOLOGY
Middle/High school
Gymnasium Floor Plan



Physical Plant Description

1. Applicable Law requires that a public school academy application and contract must contain a description of and the address for the proposed physical plant in which the public school academy will be located. See MCL 380.502(3)(j): 380.503(5)(d).

2. The address and a description of the facilities occupied by the middle and high school component of the Academy for Business and Technology is as follows:

Address: 19625 Wood Street
Melvindale, Michigan 48122

Description: A brick and masonry structure occupying two floors of a former private school.

Name of School District and Intermediate School District:

Local: Melvindale Northern Allen Park School District

Wayne County Regional Educational Service Agency

The address and a description of the facilities occupied by the elementary school component of the Academy for Business and Technology is as follows:

Address 5277 Calhoun
Dearborn, Michigan 48126

Description: A brick and masonry structure occupying two floors of a former private school.

Dearborn School District

Wayne County Regional Educational Service Agency

3. It is acknowledged and agreed that the following information about the facilities is provided on the following pages, or must be provided to the satisfaction of the University Board before the Academy may operate as a public school in this state:

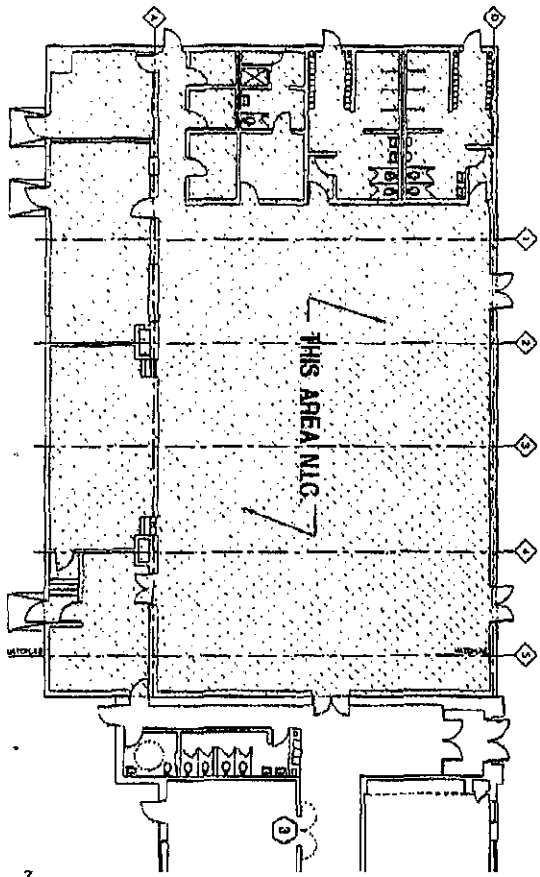
- A. Size of building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of Lease or Purchase Agreement

4. In addition, the Academy and the University Board hereby acknowledge and agree that this Contract is issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the sites it occupies. These approvals must be provided and be acceptable to the University Board or its designee prior to the Academy operating as a public school at those sites. In cases of disagreement, the Academy may not begin operations at the sites without the consent of the University Board.

5. If the sites described above are not used as the Academy's physical facilities, or the Academy makes changes to the sites in the form of new building construction, or major renovations, then Schedule 6 of this Contract between the Academy and the University Board must be amended pursuant to Article IX of the Terms and Conditions of the Contract, to designate, describe, and agree upon the Academy's new site specifications. The Academy must submit to the University Board or its designee complete information about the proposed new site specifications. This information shall include financing information for the new site specifications and any changes in financing, as well as the information described in paragraphs 2, 3 and 4 of this Schedule 6. It is acknowledged and agreed that the public school academy cannot conduct classes at the site(s) until it has submitted all the information described above, to the satisfaction of the University Charter Schools Office, and the amendment regarding the new site specifications has been executed.

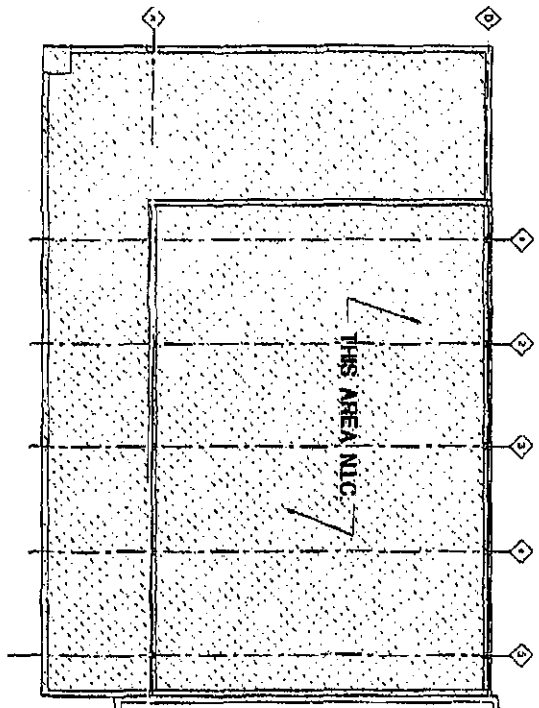
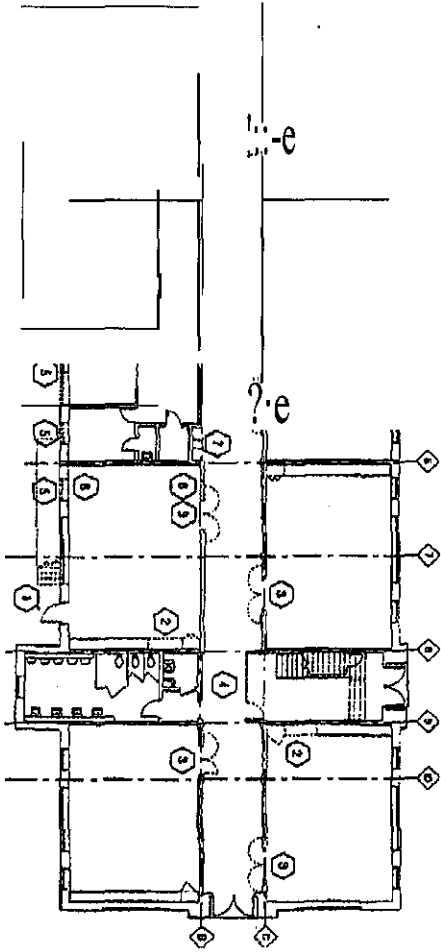
6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configurations of grade levels identified at the sites. Any changes in the configuration of grade levels at the sites requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

Floor Plan – Calhoun Location

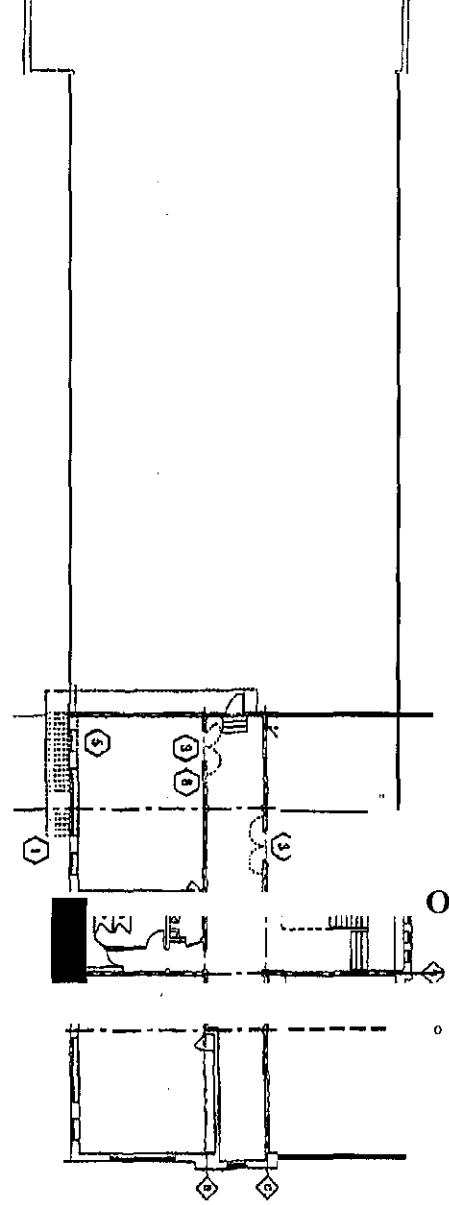


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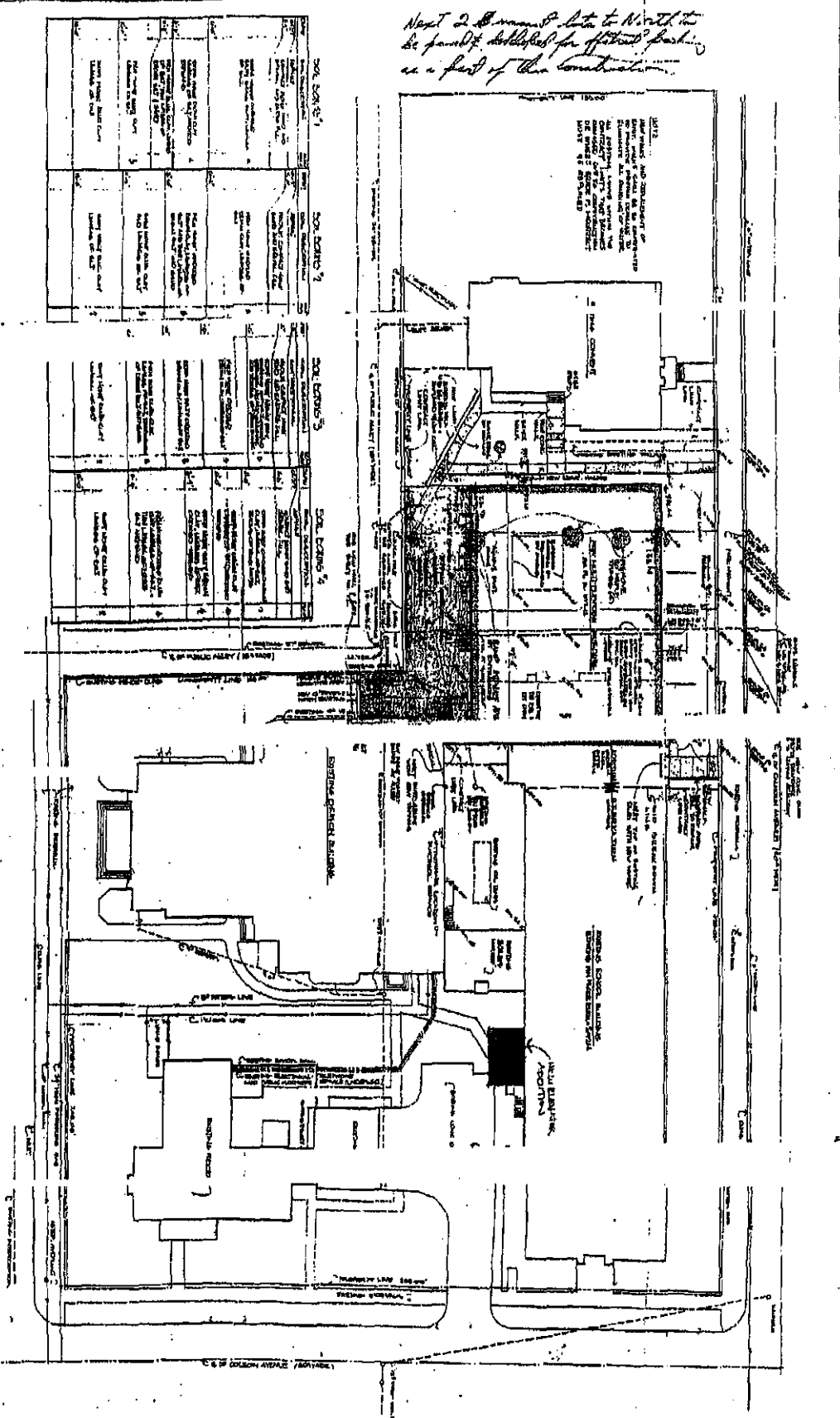
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Site Plan – Calhoun Location

Next 28 days, lots to North to be finally delivered for off-site parking as a part of this construction.

SHEET INDEX	
NO.	DESCRIPTION
1	Site Plan & Survey Notes
2	General Notes
3	Foundation Plans
4	First Floor Plans
5	Second Floor Plans
6	Roof Plans
7	MEP Plans
8	Site Elevation
9	Section A-A
10	Section B-B
11	Section C-C
12	Section D-D
13	Section E-E
14	Section F-F
15	Section G-G
16	Section H-H
17	Section I-I
18	Section J-J
19	Section K-K
20	Section L-L
21	Section M-M
22	Section N-N
23	Section O-O
24	Section P-P
25	Section Q-Q
26	Section R-R
27	Section S-S
28	Section T-T
29	Section U-U
30	Section V-V
31	Section W-W
32	Section X-X
33	Section Y-Y
34	Section Z-Z



SITE PLAN

- 1. Building Footprint
- 2. Parking Area
- 3. Site Boundary
- 4. Property Line
- 5. Easement
- 6. Utility Line
- 7. Access Road
- 8. Driveway
- 9. Walkway
- 10. Fence
- 11. Tree
- 12. Shrub
- 13. Water Feature
- 14. Light Fixture
- 15. Sign
- 16. Mailbox
- 17. Utility Pole
- 18. Street Light
- 19. Fire Hydrant
- 20. Manhole
- 21. Valve
- 22. Meter
- 23. Transformer
- 24. Substation
- 25. Power Line
- 26. Gas Line
- 27. Sewer Line
- 28. Water Line
- 29. Storm Drain
- 30. Retention Pond
- 31. Stormwater Management
- 32. Erosion Control
- 33. Landscaping
- 34. Irrigation System
- 35. Security System
- 36. Access Control
- 37. Surveillance
- 38. Emergency Services
- 39. Fire Department
- 40. Police Department
- 41. Ambulance
- 42. Hospital
- 43. School
- 44. Church
- 45. Community Center
- 46. Library
- 47. Park
- 48. Recreation Area
- 49. Sports Field
- 50. Tennis Court
- 51. Golf Course
- 52. Beach
- 53. Pier
- 54. Dock
- 55. Boat Ramp
- 56. Marina
- 57. Harbor
- 58. Bay
- 59. Ocean
- 60. Lake
- 61. River
- 62. Stream
- 63. Canal
- 64. Dam
- 65. Bridge
- 66. Tunnel
- 67. Road
- 68. Highway
- 69. Expressway
- 70. Interstate
- 71. Airport
- 72. Train Station
- 73. Bus Station
- 74. Ferry Terminal
- 75. Port
- 76. Warehouse
- 77. Distribution Center
- 78. Retail Store
- 79. Office Building
- 80. Industrial Building
- 81. Manufacturing Plant
- 82. Power Plant
- 83. Water Treatment Plant
- 84. Sewer Treatment Plant
- 85. Landfill
- 86. Incinerator
- 87. Recycling Center
- 88. Waste Transfer Station
- 89. Hazardous Waste Facility
- 90. Nuclear Power Plant
- 91. Coal Power Plant
- 92. Gas Power Plant
- 93. Hydroelectric Power Plant
- 94. Wind Power Plant
- 95. Solar Power Plant
- 96. Geothermal Power Plant
- 97. Biomass Power Plant
- 98. Fuel Cell
- 99. Battery Storage
- 100. Smart Grid

SYMBOLS

- 1. Building Footprint
- 2. Parking Area
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- 95. Solar Power Plant
- 96. Geothermal Power Plant
- 97. Biomass Power Plant
- 98. Fuel Cell
- 99. Battery Storage
- 100. Smart Grid

APPROVED SEALS

DATE: 1/15/2013

BY: [Signature]

PROJECT: [Project Name]

SHEET: [Sheet Number]

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable law requires that a public school academy application and contract must contain a description of and address for the proposed physical plant in which the public school academy will be located. See, MCL 380.502(3)(j); 380.503(5)(d).
2. The address and a description of the proposed physical plant (the "Proposed Site") of the Academy for Business & Technology ("Academy") is as follows:

Address: 19625 Wood Street
Melvindale, Michigan 48122

Description: The Academy consists of a brick and masonry structure that occupies two floors of a former private school building. Currently consisting of 23 classrooms, including an AFJROTC supply room and a small group instructional room.

Name of School District and Intermediate School District:

Local: Melvindale-Northern Allen Park School District
ISD: Wayne County Regional Educational Service Agency

3. It is acknowledged and agreed that the following information about this proposed site is provided on the following pages, or must be provided to the satisfaction of the University Board, before the Academy may operate as a public school in this state.
 - A. Size of building
 - B. Floor plan
 - C. Description of rooms
 - D. Copy of lease or purchase agreement
4. In addition, the Academy and the University Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the Proposed Site. These approvals must be provided and be acceptable to the University Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations at the Proposed Site without the consent of the University Board.

5. If the proposed site described above is not used as the Academy's physical facilities, or the Academy makes changes to the Proposed Site in the form of new building construction, portable classrooms or major renovations to the Proposed Site, then Schedule 6 of this Contract between the Academy and the University Board must be amended pursuant to Article IX of the Terms and Conditions of Contract, to designate, describe, and agree upon the Academy's new Proposed Site. The Academy must submit to the University Board or its designee complete information about the new Proposed Site to be used or the changes to the Proposed Site. This information shall include financing information for the new Proposed Site and any changes in financing for the Proposed Site until it has submitted all the amendment regarding the new proposed site or proposed site has been executed.

6. The Academy agrees to comply with the single site restrictions contained in this Schedule 6 for the configuration of grade levels identified at the site. Any change in the configuration of grade levels at the site requires an amendment to this Schedule 6 pursuant to Article IX of the Terms and Conditions of Contract set forth above.

Floor Plan – Melvindale Location

INSPECTION REPORT
 Department of Labor & Economic Growth
 Bureau of Construction Code & Fire Safety
 Building Division
 P o . Box 30254
 Lansing, MI 48909
 517/241-9317

FACILITY NAME Academy of Business & Technology	INSPECTION DATE 3-16-04	COUNTY Wayne	PROJECT 23315
ADDRESS 13500 Colson	FACILITY TYPE School-Charter	RULES/COOES School- 99	JOB/LIC/FAC. NO.
CITY, STATE ZIP CODE Dearborn, MI 48126	FACILITY REPRESENTATIVE: Mary Clare McCormick		INSPECTION TYPE Re-Check Final
FACILITY PHONE	PMONE2	FACILITY FAX	

Re: Interior renovations for new charter school

A recheck fire safety inspection was completed this date. Deficiencies noted in prior inspection reports have been satisfactorily corrected.

Fire alarm OFS-12A received 8/29/03

Academy for Business & Technology
 13500 Colson
 Dearborn, MI 48126

Archicivitas Architects
 313-961-4637

Dearborn Fire Dept.

BCCFS

FIRE SAFETY CERTIFICATION Approved	PROJECT STATUS Closed	REVIEWED BY
INSPECTING OFFICIAL Lawrence DeWachter SIGNATURE: OF OFFICIAL	ADDRESS 24155 Drake Road Farmington, MI 48355	
	TELEPHONE: 248-888-8761	
	FAX 248-888-8760	
	E-MAIL ldewac@michigan.gov	
<small>The Department of Labor & Economic Growth will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability, or political beliefs. If you need assistance reading, writing, hearing, etc., under the Americans with Disabilities Act you may make your needs known to this agency.</small>		<small>Authority: PA207 of 1941, "s "mended Completion" Required Penality' Misdemeanor</small>

CERTIFICATE OF USE AND OCCUPANCY


PERMANENT

Michigan Department of Consumer and Industry Services
Bureau of Construction Codes & Fire Safety/Building Division
P. O. Box 10154
Ann Arbor, MI 48109
(313) 241-9311

Permit No. LB01814S Academy of
Business & Technology
13800 Colton
Dearborn, Michigan
Wayne County

The above building of Group 1 and Construction Type IB is approved for use and occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1971, AS AMENDED, BEING §125.1513 OF THE MICHIGAN COMPILED LAWS, AND IN ACCORDANCE WITH SECTION 110.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE AND VOID ANY PREVIOUS APPROVAL OF USE AND OCCUPANCY.



Larry Lehman, Chief
Building Division

September 16, 2003

CERTIFICATE OF USE AND OCCUPANCY PER VIA N. N 1

Michigan Department of Labor & Economic Growth
Bureau of Construction, Health & Fire Safety Building Division
-R.T.O. Room 50254
Lansing, Michigan 4890
(313)-241-9317

Building Permit No. R022.19
Academy of Business & Technology
19625 Wood Street
Livestock, Michigan
Wayne County

The above named building of the Group "F" and "C" Type 2A is approved for use as a building occupancy.

THIS APPROVAL IS GRANTED UNDER THE AUTHORITY OF SECTIONS 13 OF ACT 230 OF THE PUBLIC ACTS OF 1972, AS AMENDED BY DEJL, R.L.K.G. §25.151 OF THE MICHIGAN CONSTRUCTION LAWS, AND IN ACCORDANCE WITH SECTION 10.0 OF THE STATE BUILDING CODE. THIS SHALL SUPERSEDE ANY AND ALL PREVIOUS APPROVAL OF USE AND OCCUPANCY.

Larry L., Chief
Charles E. Curtis, Assistant Chief
Building Division

October 20, 2006

CONTRACT SCHEDULE 7

Required Information for Public School Academy

SCHEDULE 7

REQUIRED INFORMATION FOR PUBLIC SCHOOL ACADEMY

Required Information for Public School Academy. This Schedule contains information required by the Code. Every public school academy contract shall include the information contained in this Schedule 7.

- Section a. **Governance Structure**

- Section b. **Educational Goals**

- Section c. **Educational Programs**

- Section d. **Curriculum**

- Section e. **Method of Pupil Assessment**

- Section f. **Application and Enrollment of Students**

- Section g. **School Calendar and School Day Schedule**

- Section h. **Age and/or Grade Range of Pupils**

SECTION a
Governance Structure

GOVERNANCE STRUCTURE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and all public schools are subject to the leadership and general supervision of the State Board of Education; and the Legislature has authorized an alternative form of public school designated a "public school academy" to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of public school academies; and the University Board has approved the issuance of a contract conferring certain rights, franchises, privileges, and obligations of a public school academy to the Academy Board.

The Academy is incorporated as a Michigan nonprofit corporation, organized on a non-stock, directorship basis for the purpose of operating as a Michigan public school academy. The Academy shall conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law. The Academy is a body corporate and is not a division or part of Eastern Michigan University. The relationship between the Academy and the University Board is based solely on the applicable provisions of the Code and the terms of this Contract.

The Academy Board shall have at least five (5), but no more than nine (9) members, as determined by the University Board. Academy Board members shall be appointed according to the terms of the Method of Selection, Appointment and Removal Resolution adopted by the University Board. The Academy Board has all the powers and duties permitted by law to manage the business, property and affairs of the Academy and for adopting policies by which the Academy shall be governed. The Academy Board is responsible for assuring that the Academy operates according to the Terms and Conditions of this Contract and Applicable Law. Contract Schedule 2: Bylaws, set forth a further description of the Academy Board's governance structure.

Academy Board members shall serve in their individual capacity, and not as a representative or designee of any other person or entity. The Academy Board shall ensure compliance with Applicable Law relating to conflicts of interest and prohibited familial relationships, including Article IV, Sections 4.4 and 4.5 of this Contract.

Pursuant to applicable law and the Terms and Conditions of this Contract, including Article III Section 3.6, the Academy Board may employ or contract for personnel according to the position information outlined in Schedule 5. Before entering into an agreement with an educational service provider or an employee leasing company to provide services or to provide personnel to perform services or work at the Academy, the Academy Board must first comply with the Educational Service Provider Policies issued by the Eastern Michigan University Charter Schools Office.

The Academy for Business and Technology Board members currently serving will continue as Academy for Business and Technology Board members under this renewal contract. Nominations and appointments of subsequent Academy for Business and Technology Board members shall be made in accordance with this Contract. Vacancies in offices shall be determined and filled pursuant to the provisions set forth in the Bylaws. The current Academy for Business and Technology Board members are as follows:

Tammy Smith



Term Expires: 2023

Lynette Wright



Term Expires: 2022

Renee Newman



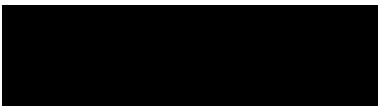
Term Expires: 2022

John White



Term Expires: 2023

David Vincent



Term Expires: 2020

SECTION b
Educational Goals

Educational Goals

Grades K - 8

In accordance with the applicable law and the charter contract Terms and Conditions, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress towards the achievement of the educational goals identified in this Section. Additionally, the Academy is expected to meet the State of Michigan's accreditation standards pursuant to state and federal law.

Measure 1: Student Growth

- Students are expected to show “1 year of academic growth for 1 year of instruction,” based on standardized, norm-referenced assessment tools (e.g., NWEA, MSTEP).
- The benchmark for the student growth measure is that at least half (50%) of the students enrolled from fall to spring will meet the student growth expectations.
- The specific metric(s) may vary, as determined by the needs of the Authorizer, but will likely include metrics such as:
 - 50% of students meeting normative projected growth targets
 - A median growth percentile of 50 or higher
 - A conditional growth index of 1.0 or higher
 - An average to above average growth rate (as currently reported in state accountability systems)
- Growth benchmarks that will allow students to “catch up” rather than just “keep up” may also be established.

Measure 2: Student Achievement

- It is expected that the academy is helping all students reach proficiency levels on standardized, norm-referenced assessment tools (e.g., NWEA, MSTEP).
- The Authorizer recognizes that most students enter the Academy performing below grade level. With that in mind, rigorous but attainable benchmarks will be set for this metric (and periodically adjusted).
- At this time, the Authorizer expects that at least 35% of students will attain a score that is considered proficient / at grade level.
- Achievement benchmarks that examine the proficiency of students enrolled for three or more years may also be set to ensure that the Academy is helping students catch up over the long-term.

Grades 9 – 12

Measure 1: Student Achievement

- It is expected that students are reaching proficiency levels on the state selected college entrance exam and related assessment tools (e.g., PSAT, SAT). Students in grades 9 – 11

should attain the benchmarks for being “college ready” or “on track for college readiness”.

- The Authorizer recognizes that most students enter the Academy performing below grade level. With that in mind, rigorous but attainable benchmarks will be set for this metric (and periodically adjusted).
- At this time, the Authorizer expects that at least 35% of students will meet or exceed the college readiness benchmark for their grade level.
- Additional achievement benchmarks for grade 11 students who have been at the Academy for three years may also be set to ensure that students are catching up over the long-term.

Measure 2: Graduation

- The Academy should strive for all students to meet graduation requirements on schedule for their respective cohort (within 4 years of enrollment as a 9th grade student) and implement strategies to prevent dropout.
- The Academy is expected to have a 4-year “cohort graduation rate” equal or higher than the state average (currently 81.4% for the class of 2019).

SECTION c
Educational Programs

Schedule 7c: Educational Programs

Mission Statement

The Academy for Business & Technology School District will prepare students for the 21st Century by engaging all learners in meaningful educational experiences that will develop a growth mindset and meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Vision Statement

Academic Success For All!

Educational Program

An explanation of how the educational program fulfills the school's mission, vision and values.

The Academy for Business & Technology (the "Academy") is a grades K-12 program designed to fulfill a twofold academic purpose:

- A. provide students with a strong academic background in the four core academics (mathematics, English language arts, social studies, science) and computer skills with an emphasis on business and technology.
- B. prepare students to compete successfully in a fast-changing business world by instilling values of honesty, integrity and responsibility.

Statement of Beliefs

The belief of the Academy for Business & Technology District is that all young people should be equipped to think critically so they can become inspired leaders solving issues facing their own lives, communities and our global society.

ABT Believes...

- all students are capable of unlimited growth when actively engaged in learning.
- in teachers and paraeducators that are truly and fully committed to teaching and reaching the *whole* child/student, creating an atmosphere of unconditional love and family, a village within a learning community
- in working hard to prepare our students to become lifelong learners, responsible and caring adults that will become prosperous citizens in their communities.
- in creating a positive and safe learning environment where all students can continue to hunger for knowledge through education.
- in a standards-based curriculum that is challenging, rigorous and student-centered.

- in partnering with the community by establishing trust, open communication and collaboration that will assist staff, its students and families in becoming more successful academically and in life as a whole.

A description of the research base for the educational program, the instructional strategies, and the methodology used at the Academy.

Project Based Learning (PBL) will ensure student centered learning. This 21st century learning is focused more on creativity and critical thinking. Teachers will interact with every student by treating each one as an individual. The cookie cutter method will not work in the PBL, student-centered classroom. The decision of the teachers will be to think and act as a facilitator who empowers their students. The best strategy is to simply ask what the students want to explore. By starting with a brainstorm on what they like to do, then dialog together to match their interests with the skills and concepts.

During PBL the classroom environment must promote interaction among learners and how they must operate in that environment. Student centered PBL classrooms will be arranged to invite student collaboration. Students desks/tables will be arranged in a manner of which students will easily collaborate with one another on projects, and/or on analyzing readings.

PBL essentially involves and motivates:

- Key Knowledge, Understanding, and Success Skills – focus on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

In order for the entire program to work effectively it is a must that teachers, support staff and administration build personal relationships with all students. The staff will make every effort to get to know the students and their families. By creating an atmosphere of unconditional love and a culture of learning in the building, students will flourish as they are challenged to think critically and problem solve. Knowing each student will allow teachers to build lesson plans that will address the immediate need of each individual

student. Teachers and paraprofessionals will be able to empower students by helping them to experience their own personal successes. The Differentiated Instruction approach not only helps the teacher to know and understand a student's strengths and weaknesses but it also allows the student to understand and overcome those weaknesses and compound on their strengths. Teachers getting students to buy-in to how they learn, and by providing motivation and inviting collaboration, based on the student's needs and interests, a desire for lifelong learning is developed within them.

Research has proven that project based learning, when well implemented increases retention of content and improves a student's attitude toward learning. Using PBL teachers can create, in collaboration with the students, real-world problem-solving situations by designing questions and tasks that correspond to a framework of inquiry-based teaching, which involves a complex project resulting in a student or group presentation and/or creating an actual invention or product. This teaching method will engage students in being creative, inquisitive and applying knowledge, while developing critical thinking skills, as well as collaboration, communication, and resilience. (Barron & Darling-Hammond, 2008) Students will desire to research information that will lead to logical conclusions and/or reasoning. Hands on activities developed by the student, led by the guidance of a teacher/facilitator will keep the student engrossed in problem solving while focusing on real life issues, that matter to them.

Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF)*. Powerful Learning: What We Know About Teaching for Understanding. San Francisco, CA: Jossey-Bass.

Tomlinson, C. A., (1999). *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition*. Alexandria VA: ASCD Books.

A description of how the educational program engages students in learning and prepares them academically for success in college, work and life.

ABT stands out from other schools in Wayne County by:

- ensuring our school and surrounding grounds are safe and secure.
- offering free after school programs that provide tutoring, enrichment or academic credit, community mentors, leaders and career building facilitators.
- utilizing technology to enhance the business classes and provide cross curricular opportunities between business and technology through STEM initiatives.
- providing relevant business courses, STEM curriculum, opportunities to use technology to increase the 21st century skills, character education and community mentoring and outreach programs.

At ABT every student and their family will know each staff person is genuinely concerned for not only their education but their well-being also. This is why community

agencies, small and large businesses, partner with our school for the benefit of our families.

According to the U.S. Department of Commerce, there were nearly 8.6 million STEM jobs in May 2015, representing 6.2 percent of U.S. employment. Computer occupations made up nearly 45 percent of STEM employment, and engineers made up an additional 19 percent. Mathematical science occupations and architects, surveyors, and cartographers combined made up less than 4 percent of STEM employment. (U.S. Department of Commerce, 2015)

If the United States is to maintain its global leadership and competitive position, then we must motivate our youth into the STEM fields. Economic projections point to a need for approximately 1 million more STEM professionals that the U.S. will produce at the current rate over the next decade. (President's Council of Advisors on Science and Technology, 2015)

Business and STEM courses covers an assortment of occupations, from young entrepreneurs to biomedical researchers, and at degree levels ranging from bachelor to Ph.D. ABT will broaden the scope in the minds of young people. By introducing them to limitless possibilities and personally obtaining extreme confidence many will become intellectual citizens who will be able to make a positive contribution to their surrounding neighborhoods and cities.

Children's race, zip code, or socioeconomic status should never determine the academic knowledge they receive or the impact they can make in society. We must provide all children the opportunity to be college ready and highly competitive in today's modern culture.

An explanation of how the educational program assists students in the attainment of the Common Core State Standards.

Teachers with their instructional coaches are expected to develop and follow curriculum maps, pacing guides and lesson plans that monitor student progress with timely and practical formative and summative assessments. The school leaders, instructional coaches and teachers will be provided extensive support in the following areas that are related to student testing and assessments:

- Communicate and demonstrate researched-based instructional practices that result in increased student performance
- Collect data on lesson plan submission, parent contact form submission, class benchmarks, common assessments, and quarterly assessments to monitor teacher trends
- Monitor the pace of instruction, at a minimum of twice quarterly, in the electronic gradebook to check alignment of grade policy and utilize a grade book audit form
- Provide support in analyzing student assessment data (data which is utilized, monitored and analyzed is gradebook/formative assessment/common

assessment/quarterly assessment/benchmark/state assessment data) continuously to inform instruction and classroom practices

- Assist academy with instructional decisions based on assessment data
- Work positively toward meeting identified school improvement goals that are based on extensive trend data reviewed from both quarterly, benchmark and state assessment data
- Assist instructional coaches and teachers in aligning their teaching with appropriate standards, curriculum and assessments

A description of how the educational program allows for adaptation and modification to meet the needs of all learners, e.g. exceptional students, students below grade level, students who qualify for special education services, and English Language Learners.

Our instructional staff and support team revise and edit the pacing guides for teaching and learning to record growth and coverage of mastery of the content. They will be encouraged and expected to offer students many chances of inputting data/concepts and demonstrating mastery of standards/skills through differentiated instruction, strategic planning of Multi-tiered System of Support (MTSS) time through extended learning opportunities and activities that will be listed in the School Improvement Plan in (reading, writing, language arts, social studies, science and special subjects). A well-developed MTSS plan is devised with cut scores throughout content areas and grade levels to decipher which students are scoring in Tier I, Tier II and Tier III. In collaboration with state standards, lesson plans will be reviewed by the instructional coach and school leader and feedback will be given on a timely basis. Also, using feedback during and after classroom walk-throughs, mentor-mentee meetings, monthly grade level meetings, weekly staff meetings will be documented on agendas and in the meeting minutes.

Implementation of the MTSS program/process identifies cut scores/levels to categorize students in the tiers stated above along with pervasive Differentiated Instruction throughout all content areas ensures that all students receive adaptations and modifications. Core content area teachers will regularly plan with the special education team along with EL coaches, interventionists (LRE, 31a, Title and IDEA) and social workers to meet the needs of exceptional, at-risk, special education and EL students. During instructional time, various resources will be visible during walk-throughs such as listening centers, technology, hands-on activities, projects and peer interaction to support student growth.

A description of all assessments utilized by the Academy. In addition to those required by the character contract, to ensure progress is being made toward the educational goal stated in the charter contract.

In the district, state assessments such as M-STEP, WIDA, ACT WorkKeys, SAT, and PSAT will be annual data points that help guide improvement, make revisions in programming and guide in evaluation purposes to help the Academy progress towards

meeting our educational goals. School leader, instructional coach, lead teachers and School Improvement Leads will allot time to gather data to examine, discuss implications of data, give constructive feedback to the staff and monitor the execution of lessons and best practices. As a result, the cycle will start again with collection of formative and summative grades from the leveled instruction as a step of an action plan devised from the initial meetings (staff meetings, SIP meetings, grade level and content level meetings, data team meetings, teacher/leader feedback meetings) of the members mentioned again. They are also able to use this data in conjunction with NWEA MAP to identify students who are in need of extra support through our MTSS program as described above. The Academy also utilizes Quarterly Benchmark Assessments using FocalPointk12 (online assessment platform) to assess student proficiency on Common Core State Standards that have been taught thus far. Based on the data analysis of the results, teachers plan review lessons to bridge the identified gaps. These Instructional Learning Cycles (ILC) last two weeks. Students are assessed again at the end of each cycle to determine if growth towards proficiency has occurred. Teachers also continuously monitor student learning through the use of daily formative assessments. For our MTSS, the Academy progress monitor using Developmental Reading Assessment (DRA), Leveled Literacy Inventory (LLI), Moby Max, teacher-created tests, and test generated from the curriculum selected in subject areas are scheduled in various intervals will be planned by administration, our management company and the staff to monitor steps in growth or decline.

If applicable, a description of how the middle school and/or high school educational program addresses the skills necessary to prepare students academically for success in college, work and life.

Data driven decision making (evidence through data analysis of formative, summative (informal and formal) assessments, content area/data team meetings, SIP meetings, and committee meetings) will guide us in improving teaching and learning in our school. The leadership team (lead teachers, school leader and instructional coaches) will allocate time to meet in order to have dialogue with a strong emphasis on subgroup data in grades 6-12, in all content areas (science, social studies, math, reading and writing) and the MTSS process. Action plans will be developed, implemented and monitored to incorporate the results of all data sources (including perception data) to facilitate school improvement. Agendas and meeting minutes will record/document what the data states, who will be responsible for the increase in scores, how the instructional staff will narrow the achievement gap, and what actions will be visible in lesson plans to demonstrate a change in procedures as a result of the examination of data. Subgroup (English learners, special education, males, females, ethnicity, and homeless) scores in each assessment will be highlighted and our programming in these areas will be evaluated to assure their effectiveness.

In addition, the MTSS model (logs, referral process, MTSS meeting minutes, use of support staff) through push-in and pull-out services is a research based program that will provide targeted interventions and quality/equitable instruction to students. Our MTSS plan will be revised for each grade level and content area to provide targeted instruction after data analysis of statewide and classroom assessments. Tier criteria will be developed by the instructional and administration teams that categorize what data points and scores will designate what learners are currently in Tier 1, 2 and 3. Classroom teachers are responsible for delivering high quality and equitable instruction through Tier 1 that reaches at least 80% of all students. Support staff which consists of social worker, guidance counselor, behavior implementation specialist and the special education team will also work with the classroom teachers. They will help decipher what barriers are prohibiting the learner from mastering content at their grade level (skills and standards). The instructional coach and school leader, will monitor the MTSS processes and procedures. Supplemental and evidence based materials are researched to meet the students at their level.

If applicable, a description of the explicit graduation requirements that, at a minimum, comply with the Michigan High School Graduation Requirements.

ABTH utilizes the Michigan Merit Curriculum which requires a minimum of 22 credits to graduate from ABTH. Within the curriculum, students are required to complete the following core courses: four years of mathematics courses (Algebra I, Geometry, Algebra II, and two additional courses in their senior year), four years of English language arts, three years of science (biology, physical science, and an additional year of science), and three years of social studies (world history, U.S. history, economics, and government). In addition to the core academic courses, students are also required to successfully complete two years of a foreign language, one semester of physical education, one semester of health, one year of arts, and five credits of electives. Additionally, within a student's high school coursework they must have an online experience. The table on the next page enumerates these requirements.

**Michigan Merit Curriculum
High School Graduation Requirements
(18 credits)**

ENGLISH LANGUAGE ARTS (ELA) - 4 Credits

Proficiency in State Content Standards for ELA (4 credits)

MATHEMATICS - 4 Credits

Proficiency in State Content Standards for Mathematics (3 credits)
Proficiency in district approved 4th mathematics credit options (1 credit)
(Student must have a math experience in their final year of high school.)

ONLINE LEARNING EXPERIENCE

Course, Learning or Integrated Learning Experience

PHYSICAL EDUCATION & HEALTH - 1 Credit

Proficiency in State Content Standards for Physical Education and Health (1 credit); **Or**
Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)

SCIENCE - 3 Credits

Proficiency in State Content Standards for Science (3 credits); **Or beginning with the class of 2015:**
Proficiency in some State Content Standards for Science (2 credits) **and** completion of a department approved formal career and technical education program (1 credit)

SOCIAL STUDIES - 3 Credits

Proficiency in State Content Standards for Social Studies (3 credits)

VISUAL, PERFORMING AND APPLIED ARTS - 1 Credit

Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)

WORLD LANGUAGE - 2 Credits

(Effective beginning with students graduating in 2016)

Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); **Or**
Formal coursework or an equivalent learning experience in grades (1 credit) **and** completion of a department approved formal career and technical education program **or** an additional visual, performing and applied arts credit (1 credit)

If applicable, statement regarding the preparation of Educational Development Plans for all middle school students.

All students in seventh and eighth grade create Educational Development Plans (EDP). Along with a counselor, students review and discuss their plans to work towards implementation. Plans are revised yearly to include changes in student interest and course offerings.

A description of the method of evaluation used to determine the effectiveness of the implementation, delivery and support of the educational program.

Academics are expected to meet the common core standards and grade level content expectations. The evaluation cycle includes these assessment-related activities:

- Follow testing and assessment directives of their respective state departments of education to meet the requirements of all Elementary and Secondary Education Act (formerly the No Child Left Behind Act) mandates. Each academy's educational and instructional leaders ensure that results from state testing are understood and interpreted within the context of the state's federally mandated school accountability system.
- Administer a standardized benchmark assessment that assists in making value-added judgments pertaining to student growth, instructional effectiveness and program quality. In order to collect reliable and valid student data, academies use online norm-referenced benchmark assessments (such as NWEA MAP): these are administered three times throughout the school year and student gains are compared against established national norms and growth targets. Data from benchmark assessments allows schools to provide necessary support to students who are performing below grade level in any of the core subject areas.
- Formative and summative assessments occur continually in every classroom. Teachers assess students informally through classroom observations, classroom dialogues, review of homework and by means of a range of formative practices (exit tickets, think-pair-share, etc.). Summative assessments are utilized as a way of demonstrating student understanding and may be in the form of common unit tests, projects, or presentations. Writing is integrated into many classroom assessment activities. Both formative and summative assessments are periodic and frequent enough to identify student progress and the need for additional interventions when warranted on an individual or group basis.

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
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
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
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, animals, 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
	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 conversations 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 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
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 similarities 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	Common core literacy assessment
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 is 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 conversations 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
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 (consonant-vowel-consonant, 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 RF.K.3d	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RLAC, Youtube videos, Elkonin boxes, Systematic Reading	sound, word, same, different, letter	
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 corpus of 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, punctuation, 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, Elkonin 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 conversations 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	
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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	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	
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	
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	
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 like 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	
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	
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	
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	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	
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	
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	
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	

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 (consonant-vowel-consonant, 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, punctuation, 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 sentence 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 punctuation	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 word	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 is 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 conversations 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

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 surface, 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, strengths, 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, teacher 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	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	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	Assessments
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	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	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 2					
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,	Kindergarten 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, performance 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		
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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	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 measurable 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	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	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	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	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)	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.	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.	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.	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)	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.	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.	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.	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.	classify, sort, category	Eureka Math quick checks and tests, teacher created

K-Math Curriculum Map 2019-2020

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)	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, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	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.	classify, sort, category	Eureka Math quick checks and tests, teacher created assessments

1st - ELA Curriculum Map 2019-2020

1st - ELA Curriculum Map 2019-2020					
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, sequence, 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	RI.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, when, 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	
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	
Recognize what is an illustration (picture, photo, drawing); 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.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 thought; 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 punctuation- 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 someone, 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; understand 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 how 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 important 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
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
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 characters; 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, when, 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, 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 dertermining 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 contextnts 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 between the 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 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 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 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.1.1	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, question 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, question mark, exclamation mark, date, correctly, capitalize, punctuate	
	L.1.2b	Use end punctuation for sentences.			
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 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
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, when, 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 ask 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/, kh), 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; use 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, digraph	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	

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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
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, when, 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 ask 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 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	
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; articulate 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/, /kh/), 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, digraph	
	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.			

needs a vowel; use 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	plants, animals, external parts, survive, grow, needs, behavior, parents, offspring	Mystery Science assessments, 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	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	transparent, translucent, opaque, sound, vibration, travel, communicate	Mystery Science assessments, 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	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 assessments,

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 assessments, 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 assessments, 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			

1st -Social Studies Curriculum Map 2019-2020

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	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	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	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 Magazines, Studies Weekly	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 Magazines, 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 - H2.0.7	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 Magazines, 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 2					
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 in 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 characteristics, 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
Represent and solve problems involving addition.	1.OA.A 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
Add within 20.	1.OA.C 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
Work with addition and subtraction equations.	1.OA.D 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
Extend the counting sequence.	1.NBT.A 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 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments	
Represent and solve problems involving subtraction.	1.OA.A				
	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
Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.B				
	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		
Add and subtract within 20.	1.OA.C				
	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		
Extend the counting sequence; count and write numbers	1.NBT.A				
	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
Understand place value.	1.NBT.B				
	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,	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.”	manipulatives (unit cubes, tens, ones), place-value chart	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, right circular cones, right circular cylinders, composite shape	

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QUARTER 1

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
Represent and solve problems involving addition and subtraction.	1.OA.A			
	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
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		
Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.B			
	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	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		
Add and subtract within 20.	1.OA.C			
	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	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 $6 + 6 + 1 = 12 + 1 = 13$).	counting, addition		
Work with addition and subtraction equations.	1.OA.D			
	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
Extend the counting sequence; count and write numbers	1.NBT.A			
	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
	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 manipulatives, anchor charts with fractions	partition, equal shares, halves, fourths, quarters, half of, fourth of, whole	Exit tickets, Focal Point K12, Eureka quick checks

2nd - ELA Curriculum Map 2019-2020

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					

<p>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</p>	<p>W.2.3</p>	<p>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.</p>	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City</p>	<p>setting, major/minor character, problem, details, descriptive words, information, events, details, experience</p>	<p>Writing City rough and final drafts, Benchmark Literacy responses, rubrics, Benchmark writing</p>
Language					
<p>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</p>	<p>L.2.1a</p>	<p>Use collective nouns (e.g., group).</p>	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons, Benchmark Literacy, Writing City</p>	<p>legible, collective noun, irregular verbs, pronouns, adjectives, produce, simple sentence, compound sentence, past tense</p>	<p>Focal Point K12, Benchmark assessment, Writing City mini lesson assessments, Brainpop</p>
	<p>L.2.1b</p>	<p>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>			
	<p>L.2.1c</p>	<p>Use reflexive pronouns (e.g., myself, ourselves).</p>			
	<p>L.2.1f</p>	<p>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).</p>			

2nd - ELA Curriculum Map 2019-2020

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.			
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.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).			
	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: captions, 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	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Reading A-Z books, Readworks, various	evidence, suffixes, prefixes, multi-syllable,	Spelling tests, FocalPoint K12,
	RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.			

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 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.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 <u>to look for the correct spelling of a word</u>	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
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	RI.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 with 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: captions, 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; understand 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, important, 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	theme, 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	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, Studies Weekly, Rubicon atlas	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	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	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	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
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.IRE	Interdependent Relationships in Ecosystems	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.LS2.1	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			
Ask questions and investigate a simple problem; these standards will be addressed with the unit above	SCI.2.ETS	Engineering Design	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.ETS1.1	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.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
Community responsibility; citizenship	2.C5	Citizenship in the United States	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 - C5.0.1	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.			
Goods and services; resources; economics	2.E1	The Market Economy	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 - E1.0.1	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.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 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments	
	2.G1	The World in Spatial 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 in 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.				

2nd -Math Curriculum Map 2019-2020

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, unknowns, 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	

2nd -Math Curriculum Map 2019-2020

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, unknowns, 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 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, unknowns, 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, measuring 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, unknowns, 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 problems 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 comprehension 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 comprehension 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 comprehension 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 has 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

3rd - ELA Curriculum Map 2019-2020

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 Comprehension 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, scene, 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 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 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 comprehension 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 has 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 piece
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, with 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, affixes, 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

3rd - ELA Curriculum Map 2019-2020

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 Comprehension 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 comprehension 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, revising, 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 has 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.			

<p>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</p>	<p>L.3.4</p>	<p>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.</p>	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>multiply meaning, precise, definition, affixes (prefix, suffixes)</p>	
<p>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</p>	<p>L.3.6</p>	<p>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).</p>	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>academic, specific, general, emotions, actions, precise, shades of meaning</p>	

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 how 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, revising, 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; identifoy 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	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	. 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, YouTube videos, Brain Pop, Reading A-Z, Science A-	. 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, climate, 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			
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	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
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	The Market Economy	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 - E1.0.1	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 - E1.0.4	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		
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 activities help shape the Earth's surface; and the effects of human-environment interactions as it relates to MI	3.G1	The World in Spatial Term Terms: Geographical Habits of Mind	cardinal directions (north, south, east, west), relative location, thematic maps, physical characteristics, human characteristics, regions, movement	Teacher created assessments, Rubicon Atlas assessments
	3 - G1.0.1	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 - G4.0.3	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 2

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
	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
	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.			

3rd -Math Curriculum Map 2019-2020

QUARTER 1

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
Represent and solve problems involving multiplication and division.	3.OA.A			
	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 $56 \div 8$ 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 $56 \div 8$.		
	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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.			
Understand properties of multiplication and the relationship between multiplication and division.	3.OA.B			
	3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (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 $32 \div 8$ by finding the number that makes 32 when multiplied by 8.			
Multiply and divide within 100.	3.OA.C			
	3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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
Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.D			
	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.			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	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.	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
Represent and solve problems involving multiplication and division.	3.OA.A			
	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 $56 \div 8$ 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 $56 \div 8$.		
	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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.			
Understand properties of multiplication and the relationship between multiplication and division.	3.OA.B			
	3.OA.B.05	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (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 $32 \div 8$ by finding the number that makes 32 when multiplied by 8.			
Multiply and divide within 100.	3.OA.C			
	3.OA.C.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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
Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.D			
	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.			
Use place value understanding and properties of operations to perform multi-digit arithmetic.	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.	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.			

	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 $a \times b$ and $a \times c$. 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	

3rd -Math Curriculum Map 2019-2020

QUARTER 3

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
Multiply and divide within 100.	3.OA.C 3.OA.C.07 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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
Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.D 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
Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A 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. 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.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency, algorithms, place value, operations multiples, place value	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment
Develop understanding of fractions as numbers.	3.NF.A 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.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, number line, fraction manipulatives	fraction, part, whole, equal parts, quantity number line diagram interval, partition, equal parts lengths, interval, endpoint equivalent, compare equivalent equivalent, fraction model whole numbers, number line diagram, equivalent	Eureka Math exit tickets, quick checks, Focal Point K12, Benchmark assessment

	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 $\frac{1}{4}$ 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
Multiply and divide within 100.	3.OA.C 3.OA.C.07 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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
Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.D 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
Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.A 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. 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.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12	fluency, algorithms, place value, operations multiples, place value	Eureka Math exit tickets, quick checks, Focal Point K12
Solve problems involving measurement and estimation.	3.MD.A 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.	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 volume, mass, standard units, grams, kilograms, liters	Eureka Math exit tickets, quick checks, Focal Point K12
Represent and interpret data.	3.MD.B 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. 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.	Eureka Math, Super Teacher worksheets, Khan Academy, Focal Point K12, anchor charts about reading data, rulers	picture graph, bar graph, data, categories measurement data, lengths, halves, fourths, inch, line plot, horizontal units, whole numbers, halves, quarters	Eureka Math exit tickets, quick checks, Focal Point K12
Geometric measurement: recognize perimeter.	3.MD.D 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
Reason with shapes and their attributes.	3.G.A 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 $\frac{1}{4}$ of the area of the shape.		partition, equal areas, unit fraction, whole	
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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 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
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	RI.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).				

<p>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</p>	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>convey, precision, precise, differentiate, effect, formal, informal, discourse, shades of meaning</p>
	L.4.3a	Choose words and phrases to convey ideas precisely.		
	L.4.3b	Choose punctuation for effect.		
<p>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</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.	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>reference materials, definitions, restatements, phrase, affixes, clues, precise, clarify, multiple-meaning words</p>
<p>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)</p>	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>shades of meaning, literal meaning, non-literal meaning, context, purpose, describe, meaning</p>
	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
<p>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</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) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>academic, science, scientific, history, historical, math, mathematical, precise, actions, emotions, shades of meaning, topic, general, specific</p>

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, that 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 <u>correct spelling of a word</u>	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
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.E Energy			
	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
	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
	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
	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
	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
	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	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 Spatial 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, characteristics, 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 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments	
Use fundamental principles and concepts of economics to understand economic activity in a market economy at the local, national, and international level	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?).	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 sovereignty, 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?)	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.	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
Use the four operations with whole numbers to solve problems.	4.OA.A			
	4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ 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	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.		
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.			
Gain familiarity with factors and multiples.	4.OA.B			
	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
Generate and analyze patterns.	4.OA.C			
	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
Generalize place value understanding for multi-digit whole numbers.	4.NBT.A			
	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 $700 \div 70 = 10$ by applying concepts of place value and division.	Eureka Math, Super Teacher Worksheets, EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers	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.			
Use place value understanding and properties of operations to perform multi-digit arithmetic	4.NBT.B			
	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

4th- Math Curriculum Map 2019-2020

QUARTER 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments	
Use the four operations with whole numbers to solve problems.	4.OA.A				
	4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ 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.		multiplicative 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 $700 \div 70 = 10$ 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	<p>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.</p>	<p>EdHelper worksheets, YouTube videos, Khan Academy, Teachers Pay Teachers</p>	<p>digits, place value, properties of operations, calculation, equations, rectangular arrays, area models</p>	<p>Point K-12 assessments, Benchmark assessments</p>
	4.NBT.B.06	<p>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>		<p>quotients, remainders, dividends, divisors</p>	

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 $(n \times a)/(n \times b)$ 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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)		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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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	
Use place value understanding and properties of operations to perform multi-digit arithmetic	4.NBT.B 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	
Geometric measurement: understand concepts of angle and measure angles.	4.MD.C 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 $\frac{1}{360}$ 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	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.A 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
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 of 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 in 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.			

<p>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</p>	<p>L.5.6</p>	<p>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).</p>	<p>Writing City, Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>academic, domain, specific, signal, contrast</p>	
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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
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 paraphrase 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, etc.) 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	

5th - ELA Curriculum Map 2019-2020

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
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	RI.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 made 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 your 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 in 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	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.			

<p>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</p>	<p>L.5.6</p>	<p>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).</p>	<p>Reading A-Z books, Readworks, various picture books, Teacher Pay Teachers, Brainpop, Standards mini-lessons</p>	<p>academic, domain, specific, signal, contrast</p>	
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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
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
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.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	Mystery Science (Chemical Magic), Interactive Science, Discovery Education, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	particles, quantities, weight of matter, measurements, properties, investigation, substances
	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			
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.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	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			

QUARTER 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
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.MS.SPM	Structure and Properties of Matter		
	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, YouTube videos, Brain Pop, Reading A-Z, Science A-Z	energy, model, decomposers, environment, food chain, producers, consumers
	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			
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.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	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			

QUARTER 3

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
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.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	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
	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			
Students will identify a problem, generate possible solutions, test the	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	Mystery Science, Interactive Science,	development, improved, physical model, compare, 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
	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



QUARTER 1

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
Life of people living in North America before European exploration; Causes and consequences of European exploration and colonization;	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).	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
Lives of people living in Western Africa prior to the 16th century	5.U1	American Indian Life in the Americas		
	5 - U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	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)			
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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)	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.	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)	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, contemporary 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.			

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QUARTER 1

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments
Write and interpret numerical expressions.	5.OA.A			
	5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	parenthesis, brackets, numerical expressions expressions, calculations numerical pattern, rules, relationship, corresponding, ordered pairs, graph, sequence	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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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.			
Understand the place value system.	5.NBT.A			
	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.	multi-digit number, right, left, 10 times patterns, product, powers, decimal point, exponents decimals, thousandths thousandths, base-ten numerals, expanded form compare, digits, less than, greater than, equal to place value, rounding	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.		
	5.NBT.A.2	Read, write, and compare decimals to thousandths.		
		Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.		
	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.		
5.NBT.A.4	Use place value understanding to round decimals to any place.			
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.B			
	5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	multi-digit whole numbers, standard algorithm hundredths, concrete models, place value, properties of operations, reasoning	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)		

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QUARTER 2

Unit Focus/ Learning Targets	Standards	Resources	Unit Vocabulary	Assessments	
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.B				
	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 assesment
	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	
Apply and extend previous understandings of multiplication and division.	5.NF.B				
	5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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
Geometric measurement: understand concepts of volume.	5.MD.C				
	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 $V = l \times w \times h$ and $V = b \times h$ 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
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.B			
	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 assesment
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A			
	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 assesment
	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	
Apply and extend previous understandings of multiplication and division.	5.NF.B			
	5.NF.B.4a	Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	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 $a/b = (n \times a)/(n \times b)$ 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.		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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.		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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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	

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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 Cisneros “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 connotative 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
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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
	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.	
			Text structure Descriptive Chronological order Sequencing Compare and contrast Problem and solution Apathy Retrospect Daunting Impulsive Beacon Intrigued

	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
	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Comprehension questions
	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.	Context clues detective program
	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.	Vocabulary Homework KWL
	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.	Vocabulary Homework Fantasy Genre
	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).	YouTube Videos Fantasy Genre
	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	PowerPoint Readers Theater
	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Text structure graphic organizer Vocabulary words

Main Idea
Evidence
Theme
Figurative
connotative
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

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 connotative 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, un wasteful, 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
	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Comprehension questions
	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.	Context clues detective program
	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.	Vocabulary Homework KWL
	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.	Vocabulary Homework Fantasy Genre
	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).	YouTube Videos Fantasy Genre
	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	PowerPoint Readers Theater
	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Text structure graphic organizer
	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.	Vocabulary words Informational text
	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.	Reading Flocabulary Pinterest
	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.	Teachers pay teachers Chrome books
	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.	Interactive notebooks, and folders
	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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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)
<p>Prior Objectives: 5.OA.3, 5.NF.4a,</p> <p>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.”</p> <p>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.”</p> <p>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.</p> <p>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> <p>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</p>	<p>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?</p> <p>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</p>	<p>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</p>	<p>- 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)</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/ Browse/View/UnitCalendar?SourceSiteID=</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p>

<p><i>be mowed in 35 hours? At what rate were lawns being mowed?</i></p> <p>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> <p>d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>	<p>converting measurements in the metric and standard measurement systems?</p> <p>Given the quantity and price of two objects, how can you determine which one is the better buy?</p> <p>How are fractions, decimals, and percentages related?</p>	<p>instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction</p>		<p>&CurriculumMapID=798&YearID=2013</p> <p>http://illuminations.nctm.org/</p> <p>http://apps.svsu.edu/mathscieSchool.html</p> <p>This site has many resources for teachers.</p> <p>www.visualfractions.com</p> <p>www.mrnussbaum.com</p>	<p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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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)
<p>Prior Objectives: 4.OA.4, 4.NF.3c, 5.NBT.4, 5.NBT.5, 5.NBT.6</p> <p>CCSS.MATH.CONTENT.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p> <p>CCSS.MATH.CONTENT.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>How do you know which operation to choose when solving a real-life problem?</p> <p>What does it mean to multiply fractions?</p> <p>How can you divide by a fraction?</p> <p>Scaffold Questions</p> <p>How can you use the relationship between division and multiplication to</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p> <p>Reasoning</p>	<p>-Four Basic operations: adding, subtracting, multiplication, and division</p> <p>-Adjectives for each type of operation: sum, decrease and increase by, times, total, minus and quotient</p> <p>-Place Value</p> <p>-Greatest Common Factor (GCF)</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p> <p>Number System Muncher http://staff.argyll.epsb.ca/jr/eed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before:</p> <p>KWL Chart</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>During:</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used to review content)</p>

<p>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. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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?.</i></p>	<p>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?</p>	<p>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</p>	<p>-Least Common Multiple (LCM) -Decimal -Divisor -Factors -Less than -Product -Whole numbers -FACTOR -MULTIPLE - Denominator -Fraction -Improper fraction -Mixed number -Multiply -Numerator -Reciprocal</p>	<p>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/mathscience/uploads/math/MiddleSchool.html This site has many resources for teachers. www.visualfractions.com www.mrmussbaum.com</p>	<p>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</p>
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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)
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<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>How can you represent numbers that are less than 0?</p> <p>How can you use a number line to order real-life events?</p> <p>How can you use a number line to compare positive and negative fractions and decimals?</p> <p>How can you describe how far an object is from 0 (e.g., sea level, temperature, etc.)?</p> <p>How can you graph and locate points that contain negative numbers in a coordinate plane?</p> <p>Scaffold Questions</p> <p>How can a negative number that is further away from 0 than another negative number be greater in value?</p> <p>What is the meaning of zero?</p> <p>How can you compare two positive or negative numbers in real-world situations by using a number line?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p> <p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making conjectures</p> <p>Justification of thinking</p> <p>Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration</p> <p>Use of calculators and computers</p> <p>Being a facilitator of learning</p> <p>Assessing learning as an integral part of instruction</p>	<p>Absolute value</p> <p>Axes</p> <p>Coordinate plane</p> <p>Coordinates</p> <p>Horizontal number line</p> <p>Integer</p> <p>Linear equation</p> <p>Negative number</p> <p>Opposites</p> <p>Ordered Pair</p> <p>Origin</p> <p>Positive number</p> <p>Quadrants</p> <p>Rational number</p> <p>Reflection across the axis</p> <p>Vertical number line</p> <p>x – axis</p> <p>x – coordinate</p> <p>y – axis</p> <p>y – coordinate</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p> <p>Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>http://illuminations.nctm.org/</p> <p>http://apps.svsu.edu/mathsciencecenter/uploads/math/MiddleSchool.html</p> <p>This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before:</p> <p>KWL Chart</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>During:</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used to review content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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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)
<p>CCSS.MATH.CONTENT.6.NS.C.7 Understand ordering and absolute value of rational numbers.</p> <p>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.</p> <p>CCSS.MATH.CONTENT.6.NS.C.7.b Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}C > -7^{\circ}C$ to express the fact that $-3^{\circ}C$ is warmer than $-7^{\circ}C$.</i></p> <p>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.</p> <p>CCSS.MATH.CONTENT.6.NS.C.7.d Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represent a debt greater than 30 dollars.</i></p> <p>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.</p>	<p>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?</p> <p>Scaffold Questions</p> <p>How can a negative number that is further away from 0 than another negative number be greater in value?</p> <p>What is the meaning of zero?</p> <p>How can you compare two positive or negative numbers in real-world situations by using a number line?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p> <p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making conjectures</p> <p>Justification of thinking</p> <p>Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration</p> <p>Use of calculators and computers</p> <p>Being a</p>	<p>Absolute value</p> <p>Axes</p> <p>Coordinate plane</p> <p>Coordinates</p> <p>Horizontal number line</p> <p>Integer</p> <p>Linear equation</p> <p>Negative number</p> <p>Opposites</p> <p>Ordered Pair</p> <p>Origin</p> <p>Positive number</p> <p>Quadrants</p> <p>Rational number</p> <p>Reflection across the axis</p> <p>Vertical number line</p> <p>x – axis</p> <p>x – coordinate</p> <p>y – axis</p> <p>y – coordinate</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p> <p>Number System Muncher http://staff.argyll.epsb.ca/jreed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>http://illuminations.nctm.org/</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before:</p> <p>KWL Chart</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>During:</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used to review content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p>

		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
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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)
<p>CCSS.MATH.CONTENT.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>CCSS.MATH.CONTENT.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>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 $5 - y$.</p> <p>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.</p> <p>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,</p>	<p>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</p>	<p>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</p>	<p>Base Exponent Powers Radical sign Algebraic expression Algebraic inequality Change Compound inequality Constant Equation Evaluate Inequality Inverse operations Solution Solution Set Variable Dependent variable</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jr/eed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During: Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion</p>

<p>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 $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p> <p>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 $3y$.</p> <p>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). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>	<p>an operation matter? How do you use mental math to multiply two numbers?</p> <p>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?</p>	<p>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</p>	<p>Independent variable</p>	<p>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</p>	<p>Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart</p> <p>After: Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>
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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)
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<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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</p>	<p>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?</p> <p>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?</p>	<p>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</p>	<p>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</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jreud/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>http://illuminations.nctm.org/</p> <p>http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html</p> <p>This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p> <p>After: Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>
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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)
<p>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.</p> <p>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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>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.</p> <p>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.</p> <p>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. <i>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.</i></p> <p>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.</p>	<p>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?</p> <p>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?</p>	<p>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</p>	<p>Solid Polyhedron Face Edge Vertex Prism Pyramid Surface area Net Length Width Base Height Area Perimeter Shapes- names</p> <p>Statistics Statistical question Mean Median Mode Range Mean absolute deviation</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software Number System Muncher http://staff.argyll.epsb.ca/jr/ced/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>http://illuminations.nctm.org/</p> <p>http://apps.svsu.edu/mathscicenter/uploads/math/MiddleSchool.html</p>	<p><i>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p> <p>After: Post-Test Graphic Organizers</p>

<p><u>CCSS.MATH.CONTENT.6.SP.A.3</u>: 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.</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.4</u>: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.5</u>: Summarize numerical data sets in relation to their context, such as by:</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.5.A</u>: Reporting the number of observations.</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.5.B</u>: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.5.C</u>: 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.</p> <p><u>CCSS.MATH.CONTENT.6.SP.B.5.D</u>: 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>		<p>integral part of instruction</p>		<p>This site has many resources for teachers. www.visualfractions.com www.mrnussbaum.com</p>	<p>Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>
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Curriculum Map 2018-2019



QUARTER 1

Unit 1: Earth's Cycles (35 days)

Unit Focus	Standards	Resources	Unit Vocabulary
<p>Rules / Lab Safety (4 days): Students learn procedures and safety rules for science class.</p> <p>CER (7 days): Students learn how to write scientific responses using CER format.</p> <p>Water Cycle (7 days): Water moves through cycles when influenced by the Sun and gravity.</p> <p>Weathering and Erosion (6 days): Water and other elements change the surface of the Earth.</p> <p>Earth's Layers (3 days): Students define layers that structure the Earth.</p> <p>Rock Cycle (8 days): Minerals move through cycles when exposed to pressure and/or heat, or when weathered and eroded.</p>	MS.ESS2.1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process	<p>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs</p> <p>Kesler Sections in Order:</p> <ul style="list-style-type: none"> - Water Cycle - Erosion and Deposition - Earth's Layers - Rock Cycle <p>Water Cycle: Water cycle, evaporation, sublimation, transpiration, water storage, atmosphere, condensation, precipitation, runoff, infiltration, groundwater, aquifer, watershed</p> <p>WED: Weathering, chemical weathering, physical weathering, erosion, deposition, ecoregions.</p> <p>Rock Cycle: Sedimentary, metamorphic, igneous, sediments, compaction, cementation, heat and pressure, melting, cooling/hardening, weathering, erosion, lava, magma, deposition.</p>
	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
<p>Earth's Changing Surface - Rapid change (catastrophic events), Slow Change (Weathering, leading into Plate Tectonics)</p>	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>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs</p> <p>Stations in Order:</p> <p>Geologic time scale: eon, era, period, epoch, classification, cenozoic, mesozoic, paleozoic, precambrian time, mass extinction</p>
	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
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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 MS.ESS1.2 MS.ESS1.3	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 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system Analyze and interpret data to determine scale properties of objects in the solar system	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,

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	MS.PS3.1	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			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.
MS.PS3.3	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			
Kinetic Energy: the energy of motion and how it is affected by mass and speed of the object	MS.PS3.4			Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer
	MS.PS3.5			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
		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	MS.LS2.1	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			Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem
	MS.LS2.4			Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
Interactions: How do the components of the	MS.LS2.2			Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations
		Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems		

<p>ecosystem interact? (Food chains/webs, Competition & Populations, Symbiosis)</p> <p>Biodiversity: Learn the importance of biodiversity and how we can contribute positively</p>	<p>MS.LS2.5</p>	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services</p>	<p>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,</p> <p>Biodiversity: Biodiversity, genetic biodiversity, species biodiversity, ecological biodiversity</p>
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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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018												
	4	5	6	7	8	9	10					
		Daylight Savings Ends										
	11	12	13	14	15	16	17					
		Veterans' Day										
December 2018	18	19	20	21	22	23	24					
					Thanksgiving Day							
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
		Christmas Eve	Christmas Day									
	30	31	1	2	3	4	5					
February 2019		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										
February 2019	27	28	29	30	31	1	2					
	3	4	5	6	7	8	9					
	10	11	12	13	14	15	16					
					No School							
February 2019	17	18	19	20	21	22	23					
		No School										
24	25	26	27	28	1	2						

Curriculum Map 2019-2020



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 connotation 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
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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.		
	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 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
	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.	Comprehension questions
	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.	Context clues detective program
	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.	Vocabulary Homework KWL
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Vocabulary Homework Fantasy Genre
	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).	YouTube Videos Fantasy Genre
	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.	PowerPoint Readers Theater
	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.	Text structure graphic organizer Vocabulary words Informational text Reading

	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
	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.	Comprehension questions
	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.	Context clues detective program
	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.	Vocabulary Homework KWL
	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Vocabulary Homework Fantasy Genre
	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).	YouTube Videos Fantasy Genre
	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.	PowerPoint Readers Theater
	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.	Text structure graphic organizer
	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.	Vocabulary words Informational text Reading Flocabulary Pinterest
	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.	Teachers pay teachers Chromebooks Interactive notebooks

	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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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)
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>How do you add and subtract fractions and decimals?</p> <p>How do opposite quantities combine to make zero by using a number line?</p> <p>How do you add integers by using a number line?</p> <p>How do you add positive and negative numbers by using a number line?</p> <p>How do you subtract integers by adding the additive inverse?</p> <p>How do you find the distance between two points by finding the absolute value of their difference?</p> <p>How do you subtract rational numbers by using real world contexts?</p> <p>How do you add two positive or two negative integers by using a number line?</p> <p>How do you add positive and negative integers by using a number line?</p> <p>How do you demonstrate the commutative property of addition by using a number line?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p> <p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making</p>	<p>Absolute value</p> <p>Decimals</p> <p>Integers</p> <p>Irrational numbers</p> <p>Natural numbers</p> <p>Negative Number Line</p> <p>Positive Rational number</p> <p>Real numbers</p> <p>Repeating decimal</p> <p>Whole number</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p> <p>Number System Muncher http://staff.aryll.epsb.ca/jreed/math9/strand1/munchers.htm</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p>	<p><u><i>Must do:</i></u> <u><i>Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></u></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During: Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content) Formative Assessments throughout lesson Graphic Organizers Class Discussion</p>

<p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7. NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>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.</p> <p>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.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>7. NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p>How do you rethink a subtraction problem as an addition problem by using the additive inverse?</p> <p>How do you subtract integers by using the “take away” definition of subtraction on a number line?</p> <p>How do you determine the distance between integers by examining absolute value and number lines?</p> <p>How do you subtract integers by using the difference definition of subtraction on a number line?</p> <p>How do you compare the outcomes of fraction division with the outcomes of decimal division by computing with fraction/decimal equivalents?</p> <p>How do you multiply a positive integer by a negative integer by thinking about equal groups?</p> <p>How do you multiply a negative integer by a negative integer by thinking about equal groups?</p> <p>How do you use addition and subtraction to solve real-world problems involving decimals by analyzing the situation described in the problem?</p> <p>How do you use addition and subtraction to solve real-world problems involving fractions or decimals by analyzing the situation described in the problem?</p> <p>How do you use addition and division to solve real-world problems with rational numbers by analyzing the situation described in the problem?</p>	<p>conjectures</p> <p>Justification of thinking Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration Use of calculators and computers Being a facilitator of learning</p> <p>Assessing learning as an integral part of instruction</p>		<p>www.mathisfun.com</p> <p>MAISA curriculum units and resources:</p> <p>http://gomaisa-public.rubiconatlans.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>http://illumination.nctm.org/</p> <p>http://apps.svsu.edu/mathscience-center/uploads/math/MiddleSchool.html</p> <p>This site has many resources for teachers.</p> <p>www.visualfractions.com</p> <p>www.mrnussbaum.com</p>	<p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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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)
<p>7. EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>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.”</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</p> <p>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</p>	<p>How do you reverse the distributive property?</p> <p>How do you simplify an expression?</p> <p>How do you expand linear expressions?</p> <p>How do you factor linear expressions with rational coefficients by using the distributive property?</p> <p>How do you rewrite an expression?</p> <p>How do you identify equivalent expressions by using substitution?</p> <p>How do you solve multi-step problems with integers?</p> <p>How do you convert a real world situation into an equation?</p> <p>How do you solve inequalities by using inverse operations?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p> <p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making conjectures</p> <p>Justification of</p>	<p>Additive identity</p> <p>Additive inverse</p> <p>Algebraic equation</p> <p>Algebraic expressions</p> <p>Associative property of addition</p> <p>Associative property of multiplication</p> <p>Commutative property of addition</p> <p>Commutative property of multiplication</p> <p>Composite</p> <p>Distributive property</p> <p>Equation</p> <p>Exponent</p> <p>Expression</p> <p>Formula</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p> <p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>www.brainpop.com</p>	<p><u>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</u></p> <p>Before:</p> <p>KWL Chart</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>During:</p> <p>Vocabulary</p> <p>Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used to review content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p>

<p>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 $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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> <p>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.</p> <p>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?</p> <p>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.</p>		<p>thinking Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration Use of calculators and computers</p> <p>Being a facilitator of learning</p> <p>Assessing learning as an integral part of instruction</p>	<p>Graph Multiplicative identity</p> <p>Multiplicative inverse</p> <p>Reciprocal Solution Term</p>	<p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p>	<p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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Write an inequality for the number of sales you need to make, and describe the solutions.					
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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)
<p>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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.</p> <p>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</p>	<p>How do you find unit rate?</p> <p>How do you approximate unit rates from verbal descriptions and equations by estimating?</p> <p>How do you find unit rates in situations involving fractions by using division?</p> <p>How do you find the best deal by comparing unit rates?</p> <p>How do you apply scale maps and scale models by using unit rates?</p> <p>How do you scale recipes by applying unit rates?</p> <p>How do you create proportional relationships by expanding ratios?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p> <p>Justifying answers and solution processes</p>	<p>Density</p> <p>Derived quantities</p> <p>Proportion</p> <p>Proportion equation</p> <p>Rate</p> <p>Rate of change</p> <p>Ratio</p> <p>Speed</p> <p>Unit rate</p> <p>Velocity</p> <p>Weighted average</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p>	<p><u><i>Must do:</i></u> <u><i>Biweekly or weekly Quizzes and a Mid Quarter Assessment</i></u></p> <p><u>Before:</u> KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p><u>During:</u> Vocabulary Lessons (word, definition, picture, sentence)</p>

<p>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.</p> <p>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.</p>	<p>How do you determine whether ratios are proportional by reading tables?</p> <p>How do you determine whether ratios are proportional by creating tables?</p> <p>How do you determine whether ratios are proportional by reading graphs?</p> <p>How do you identify unit rates by listening to verbal descriptions?</p> <p>How do you understand unit rates by using equations?</p> <p>How do you find unit rate in diagrams?</p> <p>How do you find unit rates by reading graphs?</p> <p>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?</p> <p>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?</p> <p>How do you write an equation that expresses the relationship between the distance and the time by finding the unit rate?</p> <p>How do you compare rates of speed by comparing equations that represent the proportional relationship between the distance, d and the time, t?</p>	<p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making conjectures</p> <p>Justification of thinking</p> <p>Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration</p> <p>Use of calculators and computers</p> <p>Being a facilitator of learning</p> <p>Assessing learning as an integral part of instruction</p>		<p>MAISA curriculum units and resources:</p> <p>http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathsisfun.com</p> <p>http://www.mathsisfun.com/decimal-fraction-percentage.html</p>	<p>Warm-ups (Used to review content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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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?

	<p>How do you calculate an actual area from a scale drawing by using ratios and proportions?</p> <p>How do you make a new scale drawing from a given one by using ratios and proportions?</p>				
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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)
<p>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.</p> <p>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.</p>	<p>How do you draw geometric shapes by using a given length of sides?</p> <p>How do you draw triangles by using given angles?</p> <p>How do you determine if given measurements will allow you to create the appropriate shapes by drawing the triangle?</p> <p>How do you draw a shape by using more than one condition?</p>	<p>Open-ended problems and extended problem solving projects</p> <p>Investigating and formulating questions from problem situations</p> <p>Using representations to build understanding of concepts through reflection</p>	<p>Acute angle</p> <p>Angle</p> <p>Angle bisector</p> <p>Bisector</p> <p>Compass</p> <p>Congruent</p> <p>Corresponding angle</p> <p>Corresponding sides (parts)</p> <p>Equilateral</p> <p>Geometric construction</p> <p>Obtuse angle</p> <p>Parallel</p> <p>Perpendicular</p> <p>Protractor</p>	<p>Big Ideas Math-Resource book, and website</p> <p>Purple Math https://www.purplemath.com/</p> <p>Khan Academy https://www.khanacademy.org/</p> <p>Kuta Software</p>	<p><u>Must do: Biweekly or weekly Quizzes and a Mid Quarter Assessment</u></p> <p>Before: KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During: Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used to review content)</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7. SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of</p>	<p>How do you describe the cross sections of a right rectangular prism by slicing at different angles?</p> <p>How do you describe the cross sections of a right rectangular pyramid by slicing at different angles?</p> <p>How do you determine the measures of a circle by exploring the definition of a circle?</p> <p>How do you find the circumference of a circle by exploring the ratio of the diameter and circumference?</p> <p>How do you find the area of a circle by exploring the relationship between a circle and a rectangle?</p> <p>How do you find the area of a circle by using the measure of the circumference?</p> <p>How do you find the circumference of a circle by using the measure of area?</p> <p>How do you find the measure of an unknown angle by using supplementary, complimentary, vertical, and adjacent angles?</p> <p>How do you find the measure of an unknown angle by using supplementary angles?</p> <p>How do you solve for unknown angle measures by using complementary angles?</p>	<p>Justifying answers and solution processes</p> <p>Reasoning inductively and deductively</p> <p>Use of manipulative materials</p> <p>Cooperative group work</p> <p>Discussion of mathematics</p> <p>Questioning and making conjectures</p> <p>Justification of thinking</p> <p>Writing about mathematics</p> <p>Problem-solving approach to instruction</p> <p>Content integration</p> <p>Use of calculators and computers</p> <p>Being a facilitator of learning</p> <p>Assessing learning as an integral part of instruction</p>	<p>Right angle</p> <p>Ruler</p> <p>Straight edge</p> <p>Area</p> <p>Circumference</p> <p>Cone</p> <p>Cross section</p> <p>Cube</p> <p>Cylinder</p> <p>Hemisphere</p> <p>Lateral area</p> <p>Perimeter</p> <p>Prism</p> <p>Pyramid</p> <p>Radius</p> <p>Rectangular prism</p> <p>Solid of revolution</p> <p>Sphere</p> <p>Surface area</p> <p>Volume</p> <p>AAA similarity</p> <p>Acute angle</p> <p>Angle</p> <p>Angle bisector</p> <p>Bisector</p> <p>Compass</p> <p>Congruent</p> <p>Corresponding angle</p>	<p>MAISA curriculum units and resources:</p> <p>http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=798&YearID=2013</p> <p>www.brainpop.com</p> <p>http://illuminations.nctm.org/</p> <p>www.mathisfun.com</p>	<p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After:</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> <p>Real World Problems</p>
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<p>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> <p>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.</p> <p>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.</p> <p>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</p>	<p>How do you solve for unknown angle measures by using vertical and adjacent angles?</p> <p>How do you solve for unknown angle measures by using interior and exterior angles?</p> <p>How do you solve for unknown angle measures by using consecutive interior angles?</p> <p>How do you solve for unknown angle measures by using measures of interior angles of triangles?</p> <p>How do you collect data about a population by identifying a sample of the population?</p> <p>How do you identify representative samples by differentiating between biased and unbiased methods of sampling?</p> <p>How do you generate a representative sample by identifying types of random samples?</p> <p>How do generate a representative sample by identifying types of biased samples?</p> <p>How do you make inferences about a population with an unknown characteristic by analyzing random samples?</p>		<p>Corresponding sides (parts)</p> <p>Equilateral</p> <p>Geometric construction</p> <p>Obtuse angle</p> <p>Parallel</p> <p>Perpendicular</p> <p>Protractor</p> <p>Right angle</p> <p>Ruler</p> <p>SAS</p> <p>similarity</p> <p>Scale factor</p> <p>SSS</p> <p>similarity</p> <p>Straight edge</p> <p>Unit</p> <p>Unit squared</p> <p>Double bar graph</p> <p>Histogram</p> <p>Interval</p> <p>Line plot</p> <p>Mean</p> <p>Median</p> <p>Mode</p> <p>Range</p> <p>Ratio</p> <p>Tables</p> <p>Combinations</p> <p>Dependent events</p>		
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<p>neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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?</p> <p>7. SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>	<p>How do you make estimates about a population with an unknown characteristic by using proportional reasoning?</p> <p>How do you test whether an inference is valid by analyzing data from multiple samples?</p> <p>How do you make estimates about a population with an unknown characteristic by using the mean of multiple samples?</p> <p>How do you informally compare two populations by using the mean?</p> <p>How do you informally compare two populations by using the median?</p> <p>How do you informally compare two populations by using the range and interquartile range?</p> <p>How do you calculate the probability of an event by creating a ratio?</p> <p>How do you describe the probability of an event by using a number line?</p> <p>How do you calculate the probability of an event by making a sum of 1?</p> <p>How do you analyze the probability of an event by assigning equal probability to all outcomes?</p> <p>How do you find the probability of events with multiple possibilities by combining their probabilities?</p>		<p>Empirical</p> <p>Equally likely events</p> <p>Independent events</p> <p>Iterations</p> <p>Likely</p> <p>Measure of certainty</p> <p>Networks</p> <p>Permutations</p> <p>Probability</p> <p>Recurrence</p> <p>Sets</p> <p>Simple event</p> <p>Theoretical</p> <p>Unlikely events</p> <p>Basic counting</p> <p>principal</p> <p>Biased sample</p> <p>Box plots</p> <p>Coordinate graph</p> <p>Counting tree</p> <p>Cumulative frequency</p> <p>Dependent event</p> <p>Experimental probability</p> <p>Extrapolations</p> <p>Five number summary</p> <p>Frequency table</p>		
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<p>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.</p> <p>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.</p> <p>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?</p>	<p>How do you find the experimental probability by creating a ratio?</p> <p>How do you interpret a set of data by comparing experimental and theoretical probability?</p> <p>How do you predict the frequency of an event by using the results from experiments?</p> <p>How do you predict the frequency of an event by using the theoretical probability?</p> <p>How do you compare experimental results to the theoretical probability?</p> <p>How do you explain discrepancies in results from a probability model by comparing experimental and theoretical probabilities?</p> <p>How do you analyze independent and dependent events by finding their probabilities?</p> <p>How do you find the probability of compound events by creating an organized list?</p> <p>How do you find the probability of compound events by creating a tree diagram?</p> <p>How do you find the probability of compound events by creating a table?</p>		<p>Histogram</p> <p>Independent event</p> <p>Interpolations</p> <p>Intersection</p> <p>IQR (inter-quartile) range</p> <p>Line graph</p> <p>Line of best fit</p> <p>Line plot</p> <p>Lower quartile</p> <p>Mean</p> <p>Measures of central tendency</p> <p>Median</p> <p>Mode</p> <p>Organized list</p> <p>Outcomes</p> <p>Population</p> <p>Probability</p> <p>Proportion</p> <p>Quartile</p> <p>Random</p> <p>Range</p> <p>Relative frequency</p> <p>Repeated events</p> <p>Sample</p> <p>Sampling</p> <p>Scatter plot</p> <p>Stem-and-leaf plot</p> <p>Theoretical probability</p>		
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	How do you find the total number of possible combinations by using the Fundamental Counting Principle?		Trend union Upper quartile Venn diagram		
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Curriculum Map 2018-2019



QUARTER 1

Unit 1: Weather (days)

Unit Focus	Standards	Resources	Unit Vocabulary
<p>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.</p> <p>LACEMOP: Students will investigate the 7 factors influencing climate: latitude, air masses, continentality, elevation, mountain barriers, ocean currents, and prevailing winds.</p> <p>Climate Change: Students will examine the trend in changing climate and investigate contributing factors.</p>	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>Weather / Climate: weather, climate, weather maps, air pressure, high pressure, low pressure, cold front, warm front, stationary front, occluded front, precipitation</p> <p>LACEMOP: latitude, equator, pole, air masses (cp, mp, ct, mt), continentality, coastal, elevation, troposphere, mountain barriers, rain shadow, ocean currents, and prevailing winds.</p> <p>Climate Change: climate change, greenhouse effect</p>
	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)			
<p>Kinetic and Potential Energy: Compare and contrast the two primary types of energy.</p> <p>Kinetic Energy: Explore the relationship between kinetic energy and speed, and between kinetic energy and mass.</p> <p>Potential Energy: Explore the relationship between potential energy and distance.</p>	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>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs</p> <p>Phet Labs - Rollercoasters / Energy Skate Park</p>
	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
<p>Introduction to Matter: Define matter and determine examples of the types of matter discussed: elements, compounds, mixtures.</p> <p>Periodic Table: Students will get a brief introduction to the Periodic Table and how it is grouped by similar properties.</p> <p>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.</p> <p>Chemical Reactions: Students will compare the properties of products and reactants to determine if a chemical reaction has occurred.</p> <p>Digestion / Photosynthesis: Observe how chemical reactions affect digestion, and review chemical reactions while looking at the photosynthesis equation.</p>	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>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs</p> <p>Gummy Bear lab</p> <p>Thermal Energy Lab</p> <p>Digestion Lab</p>	<p>Intro to Matter: Matter, Element, Compound, Mixture, Pure Substance, Particle, Atom</p> <p>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</p> <p>Compounds: Atom, Chemical Formula, Subscript, Coefficient, Chemical Equation, Conservation of Matter, Carbon Dioxide, Water</p> <p>Chemical Reactions: Heat, Exothermic, Endothermic, Chemical Equation, Yield, Reactants, Products, Color change, Precipitate,</p> <p>Digestion / Photosynthesis: Photosynthesis, Glucose, Water, Carbon Dioxide, Oxygen, Chemical Digestion, Mechanical Digestion</p>
	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
<p>Cell Theory: Learn how cell theory evolved over time and which scientists added to the working knowledge of the cell.</p>	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>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs</p>	<p>Cell Theory: Cells, Cell Function, Cell Theory, Robert Hooke, Anton van Leeuwenhoek, Matthias Schleiden, Theodor Schwann, Rudolph</p>
	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		

<p>Cells: Compare and contrast Prokaryotic and Eukaryotic cells. Plant and Animal cells</p> <p>Organelles: Describe how parts of the cell work together so that the cell can function.</p> <p>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.</p>	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>Virchow,</p> <p>Cells: Prokaryotic, Eukaryotic, Nucleus, Organelles, Unicellular, Multicellular, DNA, Reproduction</p> <p>Organelles: Plant Cells, Animal Cells, Organelle, Cell Wall, Cell Membrane, Nucleus, Cytoplasm, Mitochondrion, Vacuole, Chloroplast</p> <p>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,</p>
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QUARTER 4

Unit 5: Genetics (days)

Unit Focus	Standards		Resources	Unit Vocabulary
<p>Traits: Define traits. Zoom in on our DNA to see where traits are coded for.</p>	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	<p>Traits: Traits, Diversity, Inheritance, Chromosome, DNA, Gene</p>
	MS.LS1.5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms		
<p>Asexual vs Sexual Reproduction: Compare and contrast the two</p>	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>types of reproduction, including what type of traits the offspring will get.</p> <p>Punnett Squares: Use Punnett Squares to determine the probability of getting certain traits in offspring generations.</p> <p>Organism Growth Factors: Explore factors that can affect the growth of plants and animals.</p>	<p>MS.LS3.2</p>	<p>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>	<p>Punnett Squares: Homozygous, Heterozygous, Dominant, Recessive, Punnett Square, Probability, Gregor Mendel</p> <p>Growth Factors: Genetic factors, Environmental 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</p>
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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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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	Assessment(Performance task, Project)	Vocabulary	Resources
9/3 - 9/6	Temporal Thinking:Z- H1.1.1 Compa	<u>Essential Questions:</u> 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? <u>Learning Targets:</u> Students will be able to engage with unfamiliar texts and evidence to demonstrate comprehension and analytical ability.	<u>Informal:</u> Students will be asked to analyze, compare, contrast, and make inferences about a variety of historical sources.	<u>Academic:</u> Description Evidentiary Argument Generalizing Identifying perspectives Issue Analysis Problem Solving <u>Content:</u>	Textbook Reading passages Artifacts (real or pictures) Presentations (PPT, Peardeck)
Date or week of teaching	Standards	Essential Question/Objectives/ Learning Targets	Assessment(performance task, projec	Vocabulary	Resources

9/9 - 9/13	Era 1: Early Man to 4000 BCEW1.1 F	<u>Essential Questions:</u> 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? <u>Learning Targets:</u> Students will develop an understanding of the origins of the human species and the lifestyles of early hominids.	<u>Informal:</u> <u>Students will be assessed on the information presented in the lesson at the following levels:</u> <u>Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.</u> <u>Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.</u> <u>Analysis - Students will be able to compare/contrast the lifestyles of early humans with human life today.</u>	<u>Academic:</u> adaptation evidence meta cognition migration world history Evidentiary Argument Compare and Contrast Cause and Effect Description Predicting <u>Content:</u> 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	Assessment(performance task, project)	Vocabulary	Resources
9/16 - 9/20	Historical UnderstandingZ – H1.4.1 D	<u>Essential Questions:</u> 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? <u>Learning Targets:</u> Students will develop a foundational understanding of the beginning of complex human culture, including art, religion, law, and gender roles.	<u>Informal:</u> <u>Students will be assessed on the information presented in the lesson at the following levels:</u> <u>Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.</u> <u>Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.</u> <u>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</u>	<u>Academic:</u> <u>Content:</u> 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	Assessment(performance task, project)	Vocabulary	Resources

9/23-9/27	Era 1: Early Man to 4000 BCEW1.1 F	<u>Essential Questions:</u> How did early humans spread across the world? How do historians learn about the movement patterns of early humans? <u>Learning Targets:</u> Students will be able to identify major migration pathways that humans took to spread across the world.	<u>Informal:</u> <u>Students will be assessed on the information presented in the lesson at the following levels:</u> <u>Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.</u> <u>Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.</u> <u>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</u>	<u>Academic:</u> climate <u>Content:</u> 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	Assessment(performance task, project)	Vocabulary	Resources
9/30 - 10/4	W1.2 Agricultural RevolutionZ – W1.2	<u>Essential Questions:</u> Why did human societies begin to plant crops and domesticate animals? What advantages does farming have over hunting and gathering? <u>Learning Targets:</u> Students will explain the forces that drove early humans to begin farming and domesticating animals instead of hunting and gathering.	<u>Informal:</u> <u>Students will be assessed on the information presented in the lesson at the following levels:</u> <u>Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.</u> <u>Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.</u> <u>Analysis - Students will be able to compare and contrast hunting-gathering and agricultural societies, explaining the pros and cons of each</u>	<u>Academic:</u> Sedentary Innovation <u>Content:</u> Domestication Agricultural Revolution	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
10/7 - 10/11	W1.2 Agricultural RevolutionZ – W1.2	<u>Essential Questions:</u> Why was the development of agriculture a	<u>Informal:</u> <u>Students will be assessed on the</u>	<u>Academic:</u> Conflict	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

10/14 - 10/18	G4.3 Patterns of Human Settlement7	<p><u>Essential Questions:</u> How did the development of cities affect natural environments? What kind of environmental factors influenced where the earliest cities were formed?</p> <p><u>Learning Targets:</u> Students will be able to evaluate the extent to which environments affected and were affected by early human settlements.</p>	<p><u>Informal:</u> 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</p>	<p><u>Academic:</u> Content: Climate Tropical Arctic Natural resource Staple food Scarcity Surplus</p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
10/21 - 10/25	G5 ENVIRONMENT AND SOCIETY7	<p><u>Essential Questions:</u> What new technologies were developed during the Agricultural Revolution? How did new technology change early human societies?</p> <p><u>Learning Targets:</u> Students will be able to describe the effects of new technology on post-AR societies.</p>	<p><u>Informal:</u> 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.</p>	<p><u>Academic:</u> Content: Plow Harness Saddle Polytheism Pottery Irrigation</p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

10/28 - 11/1		<u>Essential Questions:</u> What is a civilization? Why did early civilizations arise in river valleys? <u>Learning Targets:</u> Students will be able to describe the key characteristics of a civilization and explain why the first civilizations rose up in river valleys.	<u>Informal:</u> Students will be assessed on the information presented in the lesson at the following levels: <u>Comprehension- Students will demonstrate understanding of all basic vocabulary definitions and be able to identify the period being studied both temporally and physically.</u> <u>Application - Students will be able to read an unfamiliar text and identify concepts/vocabulary from the lesson that best applies.</u> <u>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</u>	<u>Academic:</u> Content: civilization class religion leadership law hierarchy	
	W2.1 Early Civilizations and Major Er				
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 Settlement 7 – 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	Assessment(Performance task, Project)	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&	<u>Essential Questions:</u> How 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? <u>Learning Targets:</u>	<u>Informal:</u> None listed in 2018-2019 map	<u>Academic:</u> 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 <u>Content:</u>	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 decipher a hieroglyphic message." Egypt. 19 December 2012 http://www.internal.schools.net.au/edu/lesson_id/eas/egypt/src/mockup/egypt_actsh1_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/setting.html Family Structure in Ancient Egypt. All About Egypt. 19 December 2012 http://www.all-about-egypt.com/family-structure-in-ancient-egypt/

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
11/11-11/15	<p>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&</p>	<p><u>Essential Questions:</u> 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?</p> <p><u>Learning Targets:</u></p>	<p><u>Informal:</u> Not listed in 2018-2019 map</p>	<p><u>Academic:</u> 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</p>	<p>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-all-of-us-iron-age#mankind-the-story-of-all-of-us-iron-age "Lapita Cultural 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.</p>
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
11/18 - 11/22		<p><u>Essential Questions:</u></p> <p><u>Learning Targets:</u></p>	<p><u>Informal:</u></p>	<p><u>Academic:</u></p> <p><u>Content:</u></p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
11/25 - 11/27		<p><u>Essential Questions:</u></p> <p><u>Learning Targets:</u></p>	<p><u>Informal:</u></p>	<p><u>Academic:</u></p> <p><u>Content:</u></p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

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

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	Assessment(Performance task, Project)	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&	<u>Essential Questions:</u> 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 <u>Learning Targets:</u>	<u>Informal:</u> Not listed in 2018-2019 map	<u>Academic:</u> 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	Assessment(performance task, project)	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&	<u>Essential Questions:</u> 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? <u>Learning Targets:</u>	<u>Informal:</u> Not listed in 2018-2019 map	<u>Academic:</u> 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 <u>Content:</u>	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	Assessment(performance task, project)	Vocabulary	Resources
2/10 - 2/15		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
2/18 - 2/21		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

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

7th Grade - Social Studies

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

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	Assessment(Performance task, Project)	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&	<u>Essential Questions:</u> 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? <u>Learning Targets:</u>	<u>Informal:</u> Not listed in 2018-2019 map	<u>Academic:</u> 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	Assessment(performance task, project)	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&	<u>Essential Questions:</u> 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? <u>Learning Targets:</u>	<u>Informal:</u> Not listed in 2018-2019 map	<u>Academic:</u> 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 <u>Content:</u>	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
	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
4/27 - 5/1		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
5/4 - 5/8		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

5/11 - 5/15		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
5/18 - 5/22		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
5/26 - 5/29		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
6/1 - 6/5		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
6/8 - 6/11		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

Curriculum Map 2019-2020



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 connotative 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.	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.	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	

	SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.		
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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
	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.	Comprehension questions
	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.	Context clues detective program Vocabulary Homework
	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
	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.	Fantasy Genre YouTube Videos
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Fantasy Genre PowerPoint

Main Idea
Evidence
Theme
Figurative
connotation
Writing Process –
prewrite, draft, revise,
edit, publish 6+1 Traits –
ideas, organization,
voice, fluency, word
choice, conventions,
presentation
Setting

	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
	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.	

Main Idea
Evidence
Theme
Figurative
connotative
Writing Process –
prewrite, draft, revise,

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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

Mathematics Pacing Guide

Time Frame: 4 Weeks – September: Grade 8

Unit 1: Functions

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Define, evaluate, and compare functions</p> <p>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 output¹.</p> <p>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.</p> <p>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</p>	<p>What is a function?</p> <p><u>Scaffold Questions:</u> How do we take real world situations and express them mathematically?</p> <p>How do we use mathematical forms to help us explain the relationship between sets of numbers?</p> <p>What forms can be used to represent a function?</p> <p>How do we determine the appropriate form of representation for a function?</p> <p>In what ways can we model the</p>	<p>Before Graph paper FUN-ction flip book KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p> <p>After Post-Test Graphic Organizers</p>	<p>Function Input Linear Equation Output Rate of change</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Function Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AP3/indexAP3.htm</p>

¹ Function notation is not required in Grade 8

<p>the points (1,1), (2,4) and (3,9), which are not on a straight line.</p> <p>Use functions to model relationships between quantities</p> <p>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.</p> <p>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.</p>	<p>changes one variable can have on another?</p>	<p>Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>		
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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
<p>Know that there are numbers that are not rational, and approximate them by rational numbers</p> <p>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.</p> <p>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 $\sqrt{2}$.</p>	<p>What is an irrational number?</p> <p><u>Scaffold Questions:</u> How would you describe a line through a number line that does not touch any of the points with whole number coordinates?</p> <p>What numbers cannot be represented as a fraction and how do they compare to numbers that can?</p>	<p>Before Number lines (individual and whole class) KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>	<p>Decimal Repeating Round Terminating Decimal Truncate</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Irrational Number Tutorial: http://www.mathsisfun.com/irrational-numbers.html</p> <p>Rational and Irrational Number Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AOP1/indexAOP1.htm</p> <p>Additional Math Resources: http://apps.svsu.edu/mathsci-center/uploads/math/MiddleSchool.html</p>

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

Unit 3: Unit 8: Geometry – Congruence and Similarity

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Understand congruence and similarity using physical models, transparencies, or geometry software</p> <p>8. G.1 Verify experimentally the properties of rotations, reflections, and translations:</p> <p>a. Lines are taken to lines, and line segments to line segments of the same length.</p> <p>b. Angles are taken to angles of the same measure.</p> <p>c. Parallel lines are taken to parallel lines.</p> <p>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.</p> <p>8. G.3 Describe the effect of dilations, translations,</p>	<p>How can geometric figures be proven similar?</p> <p><u>Scaffold Questions:</u> How can a new similar figure be obtained?</p> <p>What are the properties of rotations, reflections, and translations?</p>	<p>Before</p> <p>Geometry Software Plastic Shapes Rulers/Protractors Graph Paper KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>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</p>	<p>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</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Constructing Tangrams Activity: http://mathforum.org/trscavo/tangrams/construct.html</p> <p>Interactive Transformation Practice and Games: http://www.mathsnet.net/transform/index.html</p> <p>http://nlvm.usu.edu/en/nav/frames_asid_29_5_g_3_t_3.html?open=activities</p> <p>REAL LIFE REAL WORLD Activity: Archeologist Frieze Patterns (TI-84+): http://education.ti.com/calculators/downloads/US/Activities/Detail?id=7416</p> <p>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</p> <p>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</p> <p>Flipping Over the Coordinate Plane (TI-73 and TI- Navigator): Students review basic</p>

<p>rotations and reflections on two-dimensional figures using coordinates.</p> <p>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.</p> <p>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.</p>		<p>KWL Chart</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> <p>MAP Lesson Units - Representing and Combining Transformations: http://map.mathshell.org/materials/lessons.php?taskid=223</p>	<p>geometry vocabulary while investigating reflections on a coordinate grid. http://education.ti.com/calculators/downloads/US/Activities/Detail?id=6685</p> <p>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</p> <p>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</p> <p>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/</p> <p>Tessellation Tutorials: Tutorials and templates for making your own tessellations. http://www.mathforum.org/sum95/suzanne/tess.intro.html</p> <p>NCTM Illuminations http://illuminations.nctm.org</p>
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				<p>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</p> <p>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</p>
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Mathematics Pacing Guide

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

Unit 4: Geometry – The Pythagorean Theorem

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Understand and apply the Pythagorean Theorem</p> <p>8. G.6. Explain a proof of the Pythagorean Theorem and its converse.</p> <p>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.</p> <p>8. G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>What is the Pythagorean Theorem?</p> <p><u>Scaffold Questions:</u> 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?</p> <p>Is there a mathematical relationship between the areas of the squares formed from the sides of a right triangle?</p> <p>How can this be determined to be true?</p> <p>What is the Pythagorean Theorem and how is the Pythagorean Theorem and its converse used to solve problems including?</p>	<p>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</p> <p>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”</p>	<p>Pythagorean Theorem</p>	<p>http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Pythagoras' Theorem Tutorial: http://www.mathisfun.com/pythagoras.html</p> <p>Distance Formula Tutorial: http://www.purplemath.com/modules/distform.htm</p> <p>Coordinate Geometry Tutorial: http://www.onlinemathlearning.com/coordinate-geometry.html</p> <p>Pythagorean Theorem Lessons, Practices, and Tutorials: http://www.regentsprep.org/Regents/math/geometry/GP13/indexGP13.htm</p>

	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		
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Mathematics Pacing Guide

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

Unit 4: Geometry – The Pythagorean Theorem

Common Core	Essential Questions	Assessment	Vocabulary	Resources
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<p>Analyze and solve linear equations and pairs of simultaneous linear equations</p> <p>8. EE.7 Solve linear equations in one variable.</p> <p>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).</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>8. EE.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>a. Understand that solutions to a system of two linear equations in two variables</p>	<p>How is a linear equation solved to find the number of solutions it may have?</p> <p><u>Scaffold Equations:</u> How may simultaneous linear equations in two variables be solved?</p> <p>In a system of simultaneous linear equations, what is the solution for the system?</p> <p>What mathematical (real-world) models illustrate comparisons to support decision making?</p>	<p>Before</p> <p>Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>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</p> <p>After</p>	<p>Distributive Property Equality Identity Inequality Infinitely Many Solutions Linear Combination Linear Equations No Solution Simultaneous Linear Equations Solution Substitution</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Linear Equation Game: http://hotmath.com/hotmath_help/games/kp/kp_hotmath_sound.swf</p> <p>Equality and Inequality Video Tutorial: http://www.youtube.com/watch?v=NFJdIK6Ydgc</p> <p>Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm</p> <p>Solving Systems of Equations Video Tutorial: http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Algebra1_4-1.shtm</p> <p>Inequality Tutorial: http://www.math.com/school/subject2/lessons/S2U3L4GL.html</p>
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<p>correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>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.</p> <p>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.</p>		<p>Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>		
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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
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<p>Analyze and solve linear equations and pairs of simultaneous linear equations</p> <p>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.</p> <p>8. EE.7 Solve linear equations in one variable.</p> <p>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).</p>	<p>How is a linear equation solved to find the number of solutions it may have?</p> <p><u>Scaffold Equations:</u> How may simultaneous linear equations in two variables be solved?</p> <p>In a system of simultaneous linear equations, what is the solution for the system?</p> <p>What mathematical (real-world) models illustrate comparisons to support decision making?</p>	<p>Before</p> <p>Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>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</p> <p>After</p>	<p>Distributive Property Equality Identity Inequality Infinitely Many Solutions Linear Combination Linear Equations No Solution Simultaneous Linear Equations Solution Substitution</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Linear Equation Game: http://hotmath.com/hotmath_help/games/kp_hotmath_sound.swf</p> <p>Equality and Inequality Video Tutorial: http://www.youtube.com/watch?v=NFJdIK6Ydgc</p> <p>Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm</p> <p>Solving Systems of Equations Video Tutorial: http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Algebra1_4-1.shtm</p> <p>Inequality Tutorial: http://www.math.com/school/subject2/lessons/S2U3L4GL.html</p>
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<p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>8. EE.8 Analyze and solve pairs of simultaneous linear equations.</p> <p>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.</p> <p>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.</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in</p>		<p>Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>		
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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.				
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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
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<p>Investigate patterns of association in bivariate data</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>How can we model the changes one variable can have on another?</p> <p><u>Scaffold Questions:</u> How do we determine the appropriate form of representation for a function?</p> <p>How can you use your data to make predictions?</p> <p>How can you use data on a scatter plot to recognize patterns of association?</p> <p>How do you determine which graph to use when you have data to display?</p> <p>What type of data is needed to create a scatter plot?</p>	<p>Before</p> <p>Battle ship, class made scatter plot (outliers, clusters, + or - association) Buried Treasure KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>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</p> <p>After</p> <p>Post-Test Graphic Organizers</p>	<p>Bi – variant Clustering Correlation Cumulative Frequency Frequency Line of Best fit Negative Association Outliers Positive Association Relative Frequency Scatter plots</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Interactive Plot Graph: http://www.shodor.org/interactivate/activities/SimplePlot/</p>
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<p>each day is associated with an additional 1.5 cm in mature plant height.</p> <p>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. <i>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?</i></p>		<p>Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p>		
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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
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<p>Work with radicals and integer exponents</p> <p>8. EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/(3^3) = 1/27$.</p> <p>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 $\sqrt{2}$ is irrational.</p> <p>Work with radicals and integer exponents</p> <p>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.</p>	<p>What is a radical?</p> <p>What is an integer exponent?</p> <p><u>Scaffold Questions:</u> How can very long numbers be abbreviated? (very large or very small numbers)</p> <p>How do we perform operations with very large or very small numbers?</p> <p>What are the properties of integer exponents?</p> <p>How do rational and irrational numbers compare and contrast? Why are irrational numbers useful?</p> <p>What is the relationship between square and square root and cube and cube root? How can we perform operations with</p>	<p>Before KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>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</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> <p>Before</p>	<p>Exponential Notation Negative Bases Scientific Notation Standard Notation</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Scientific Notation Tutorial: http://www.nyu.edu/pages/mathmol/textbook/scinot.html</p> <p>Exponent Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/algtrig/ATO1/indexATO1.htm</p> <p>Scientific Notation Quiz Game: http://janus.astro.umd.edu/cgi-bin/astro/scinote.pl</p> <p>Scientific Notation Practice: http://ieer.org/resource/classroom/scientific-notation/</p> <p>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</p>
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	<p>Scientific Notation?</p> <p><u>Scaffold Questions:</u> Why does scientific notation involve using a power of ten in the expression?</p> <p>How does it compare to exponential notation?</p>	<p>KWL Chart (include Integer Exponent Properties)</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>Long white paper for “folding” scientific notation numbers into standard notation numbers</p> <p><u>During</u></p> <p>Long white paper for “folding” scientific notation numbers into standard notation numbers</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used as a preview of review of content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p><u>After</u></p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p>		
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		Small Group Work Content Review Stations KWL Chart Real World Problems		
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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
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<p>Understand the connections between proportional relationships, lines, and linear equations</p> <p>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.</p> <p>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.</p>	<p>How can proportional relationships be compared?</p> <p><u>Scaffold Questions:</u> How can triangles be used to illustrate and derive equivalent slopes?</p> <p>What is the difference between lines with the equation $y=mx$ and lines with the equations $y=mx+b$?</p>	<p>Before</p> <p>KWL Chart Pre-test Brainstorming Graphic Organizers Graph Paper Rulers "Slope" Stories Stop watching for collecting distance / time data.</p> <p>During</p> <p>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</p> <p>After</p> <p>Post-Test</p>	<p>Directly Proportional Relationship Intercept Linear Relationship Proportion Ratio Quantities Similar Slope Unit Rate</p>	<p>MAISA curriculum units and resources: http://gomaisa-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=794&YearID=2013</p> <p>Fractions, Percents, Ratios, and Proportions Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AO3/indexAO3.htm</p> <p>Rate Tutorial: http://www.math.com/school/subject1/lessons/S1U2L3GL.html</p> <p>Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm</p> <p>Slope-Intercept Activity: http://www.explorelearning.com/index.cfm?method=cResource.dspDetail&ResourceID=88</p> <p>Linear Function Machine: http://www.shodor.org/interactivate/activities/LinearFunctMachine/</p> <p>NCTM Illuminations http://illuminations.nctm.org/</p> <p>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</p>
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		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.
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Curriculum Map 2018-2019



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
Gravitational 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	

<p>each wave and associate each with real life examples.</p> <p>Wave Interactions: Students will explore how waves interact with new mediums or mediums of different densities.</p> <p>Digital vs. Analog Waves: Students compare and contrast the two signals to determine situations where they are most useful.</p>	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>Kate's Classroom Cafe Doodle Notes</p> <p>Professor Doubter NGSS Science Resources "Analog and Digital Signals NGSS Middle School Science Unit" from Teachers Pay Teachers</p>	<p>Longitudinal Waves, Surface Waves, Crest, Trough, Rest position, Compression, Rarefaction, Amplitude, Wavelength, Frequency, Speed, Visible Light, Spectrum, ROYGBIV</p> <p>Interactions: Reflect, Diffusion, Refraction</p> <p>Digital vs Analog: Digital Wave, Analog Wave, Transmission, Decoding, Binary</p>
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(Mini) Unit 4: Ecosystems (Review) (days)

Unit Focus	Standards	Resources	Unit Vocabulary	
<p>Ecosystem: describe the components and differentiate between biotic (living) and abiotic (non-living) components</p> <p>Interactions: How do the components of the ecosystem interact? (Food chains/webs, Competition & Populations, Symbiosis)</p> <p>Biodiversity: Learn the importance of biodiversity and how we can contribute positively</p>	<p>MS.LS2.2</p> <p>MS.LS2.5</p>	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems</p> <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services</p>	<p>Chris Kesler's 5E resources including notes, powerpoints, quizzes, interactive labs;</p>	<p>Ecosystems: Organism, species, population, environment, ecosystem, biotic factors, abiotic factors, limiting factor, competition, carrying capacity</p> <p>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,</p> <p>Biodiversity: Biodiversity, genetic biodiversity, species biodiversity, ecological biodiversity</p>

QUARTER 3

Unit 5: Natural Selection and Adaptations (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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<p>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.</p> <p>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.</p> <p>Evolutionary Relationships / Geologic Time Scale: Students research how organisms have changed/evolved throughout history by using cladograms and fossil records to comparing modern organisms to their ancestors.</p>	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	<p>Darwin: Natural Selection, Selective Breeding, Organism, Environment, Genetic Traits, Genetically Modified Organism, Adaptation</p> <p>Genetics: Variation, DNA, Recombination, Mutation, Advantageous, Dominant, Recessive, Genotype, Phenotype</p> <p>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</p>
	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

(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
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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)		
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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)		
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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)		
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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										
30	31	1	2	3	4	5						
	New Year's Eve	New Year's Day										
January 2019	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					

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	Assessment(Performance task, Project)	Vocabulary	Resources
<p>Sept. to Oct. (4 weeks) Ch.5 1 wk, Ch. 6 1 wk, Ch.7 2wks</p>	<p>REVIEW of Unit 1 (5th Grade): Revolution and the New Nation 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> <p>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</p>	<p>Essential Questions: <u>1.) What leads citizens in the colonies to rebel against their own government?</u> <u>2.) What goals are set for our government within the Declaration of independence?</u> <u>3.) How is the Continental Army able to win the war for independence from Great Britain?</u></p> <p>Learning Targets: Chapter 5: <u>Describe the role of the French and Indian War, how the British policy in the colonies changed, and colonial dissatisfaction with the new policy.</u> <u>Describe the cause/effect of events such as the Stamp Act, Boston Tea Party, Intolerable Acts, and the Boston Massacre.</u></p> <p>Chapter 6: <u>Describe the role of the First and Second Continental Congress in unifying colonies.</u> <u>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.</u></p>	<p>Informal: Group reading, discussion and notes.</p> <p>Graphic Organizers</p> <p>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</p> <p>Assessment questions based off of essential questions.</p> <p>Chapter Tests 5, 6, 7</p> <p>Unit Test</p>	<p>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</p> <p>Mercenary Strategy Battles of Saratoga Bayonet Guerrillas Battle of Yorktown Treaty of Paris of 1783</p>	<p>Primary Sources Maps Historical documents Auto-Biography Globe</p> <p>Supplemental Resources Textbook Historical excerpts Biographies Videos (history related) Posters</p> <p>Art Supplies, Timeline Project Paper, The Patriot DVD</p>
Date or week of teaching	Standards	Essential Question/Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources

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	Assessment(Performance task, Project, Quiz, Warm-Ups/Exit Tickets, Cold Call)	Vocabulary	Resources
Oct. 14-Dec. 20 *Unit begins in Q1 and continues into Q2	<p>"Unit 2: Creating New Government and a New Constitution (F1.3) Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • 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) <p>U3 USHG ERA 3 Revolution and the New Nation</p> <p>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</p>	<p>Essential Questions:</p> <p>CHPT. 9: THE CONSTITUTION, A MORE PERFECT UNION (cont'd from Q1)</p> <ul style="list-style-type: none"> - How were the opinions of Federalists & Anti-Federalists different when it came to distributing power in the Constitution? - What is the purpose of separating 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? <p>PRINCIPLES OF GOVERNMENT</p> <ul style="list-style-type: none"> - What are the Principles of government? <p>CHPT. 10: THE BILL OF RIGHTS</p> <ul style="list-style-type: none"> - 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? <p>Learning Targets:</p>	<p>Informal: Warm-Ups/Exit Tickets, Cold Call</p>	<p>Content:</p> <p>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</p> <p>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</p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project, quiz, warm-ups/exit tickets, cold call)	Vocabulary	Resources

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	Assessment(Performance task, Project)	Vocabulary	Resources
Jan. 27-Feb. 28 UNIT 3 *Unit began in Q2, and continues into Q3	<p>Cont'd from Q2</p> <p>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</p> <p>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</p> <p>• 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)</p>	<p><u>Essential Questions:</u></p> <p>CHPT. 12: FOREIGN POLICY</p> <ul style="list-style-type: none"> - How is foreign policy effecting the United States relationships with other countries? - What are different types of foreign policy? <p>SUPREME COURT CASES</p> <ul style="list-style-type: none"> - 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? <p>CHPT. 14: JACKSONIAN DEMOCRACY</p> <ul style="list-style-type: none"> - 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 expansionism? <p><u>Learning Targets:</u></p> <p>CHPT. 12: FOREIGN POLICY</p> <ul style="list-style-type: none"> - 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 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> - 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 <p>-Quizzes, Unit Test</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	Assessment(performance task, project)	Vocabulary	Resources

<p>March 2- April 3</p> <p>UNIT 4 (ends first week of Q4)</p>	<p>UNIT 4: EXPANSION AND REFORM</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, the Mexican-American War, and the idea of Manifest Destiny.</p> <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.</p> <p>8 – U4.3.1 Explain the origins of the American education</p>	<p><u>Essential Questions:</u></p> <p>CHPT. 15: MANIFEST DESTINY</p> <ul style="list-style-type: none"> - 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? <p>CHPT. 18: AN ERA OF REFORM</p> <ul style="list-style-type: none"> - 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 	<p><u>Informal:</u></p> <ul style="list-style-type: none"> - 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 <p><u>Summative:</u></p> <p>Quizzes/Tests</p>	<p><u>Content:</u></p> <ul style="list-style-type: none"> -Divine -Justifiable - Louisiana Purchase - Frontier - Diplomacy - Manifest Destiny -Cession - Annex - Converts - Gadsden Purchase - Oregon Country - Pioneer - Texas War for Independence - The Alamo - Mexican-American War - Reformers - Second Great Awakening - Transcendentalism - Public School - Declaration of Sentiments - Sojourner Truth - Horace Mann - Abolitionists - Seneca Falls Convention - Dorothea Dix - Deforestation 	<p>-Bower, Bert. History Alive!: The United States through Industrialism. Palo Alto, Calif.: Teachers' Curriculum Institute, 2005. Print.;</p> <p>-Planner;</p> <p>-Social Studies Notebook;</p>
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<p><u>Essential Questions:</u></p> <p><u>Learning Targets:</u></p>	<p><u>Informal:</u></p>	<p><u>Academic:</u></p> <p><u>Content:</u></p>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<p><u>Essential Questions:</u></p> <p><u>Learning Targets:</u></p>	<p><u>Informal:</u></p>	<p><u>Academic:</u></p> <p><u>Content:</u></p>	

Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u> .	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u>	<u>Informal:</u>	<u>Academic:</u>	

Grade 6 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	Assessment(Performance task, Project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	
Date or week of teaching	Standards	Essential Question & Objectives/ Learning Targets	Assessment(performance task, project)	Vocabulary	Resources
		<u>Essential Questions:</u> <u>Learning Targets:</u>	<u>Informal:</u>	<u>Academic:</u> <u>Content:</u>	

Curriculum Map 2019-2020



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 Littel 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"
	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.	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.	
		The Tears of a Tiger	

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).	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.	
	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.	McDougall Littell Literature: The Odyssey	
	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.		

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		
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Day 3		
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Day 9		
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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		
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Day 6		
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Day 11		
Day 12		
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Day 24		
Day 25		
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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		
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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		
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Day 19		

Unit 10: (days)

Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

Curriculum Map 2019-2020



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

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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.	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.	
		McDougall Littell Literature- Chronological Order, pp. 314-315; Analyzing a Letter, pp. 410	

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).	blank verse, iambic pentamer, soliloquy, dramatic irony, tragic hero, rhetorical devices	
		Julius Caesar play		

Daily Unit Objectives

Unit 1: (days)

Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
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Day 8		
Day 9		
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 4		
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Day 10		
Day 11		

Unit 4: (days)

Day	Standard Code	Objective
Day 1		
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Day 27		

Unit 5: (days)

Day	Standard Code	Objective
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Day 3		
Day 4		
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Day 6		
Day 7		

Unit 6: (days)

Day	Standard Code	Objective
Day 1		
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Day 10		
Day 11		

Unit 7: (days)

Day	Standard Code	Objective
Day 1		
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Day 3		
Day 4		

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Day 11		
Day 12		
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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		
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Day 9		
Day 10		
Day 11		
Day 12		

Unit 9: (days)

Day	Standard Code	Objective
Day 1		
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Day 3		
Day 4		
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Day 19		

Unit 10: (days)

Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		

Day 4		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

Curriculum Map 2019-2020



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.	
	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 significance (e.g., the Declaration of Independence, the Mayflower Compact, the Constitution, the Emancipation Proclamation, the Gettysburg Address, the Declaration of Sentiments, the Seneca Falls Declaration of Sentiments and Resolutions, the Declaration of the Sentiments, the Declaration of the Sentiments, the Declaration of the Sentiments).	
		https://www.engageny.org/resource/grade-11-ela-module-1	

Literature Analysis (3 weeks)

Unit Focus	Standards	Resources	Unit Vocabulary
	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 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.11-12.5	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.11-12.6	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.11-12.7	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 broaden a search as appropriate; assess the sources; gather relevant information; analyze relevant data; assess the strengths and limitations of one or more texts; and assess the credibility of the sources.	
	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 author's credibility, accuracy, and relevance; evaluate the sources; and analyze how they interrelate to build a comprehensive understanding of a topic or issue, reflecting on which sources address the question or problem at hand.	
	W.11-12.9	Draw evidence from 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?	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.	Imagery; metaphor; simile; stanza; rhyme scheme
	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 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.	
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).		

Daily Unit Objectives

Unit 1: (days)

Day	Standard Code	Objective
Day 1		
Day 2		
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Day 10		

Unit 2: (days)

Day	Standard Code	Objective
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Unit 3: (days)

Day	Standard Code	Objective
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Day 11		

Unit 4: (days)

Day	Standard Code	Objective
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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		
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Day 7		
Day 8		
Day 9		
Day 10		
Day 11		

Unit 7: (days)

Day	Standard Code	Objective
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Unit 8: (days)		
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Day	Standard Code	Objective
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Unit 9: (days)		
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Day	Standard Code	Objective
Day 1		
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Unit 10: (days)		
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Day	Standard Code	Objective
Day 1		
Day 2		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

Curriculum Map 2019-2020



QUARTER 1

Unit 1: (14 days)

Unit Focus	Standards	Resources	Unit Vocabulary
Epic Poetry, Anglo Saxon Poetry	RL.11-12.1	The Language of Literature textbook, Anglo-Saxon Web Quest	Epic, epic poetry, epic hero
	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.		
	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	The Language of Literature textbook, Study.com	Epic poem, kennings, stock epithet
	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.		
	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	Antigone script	Personification, figurative language, symbolism
	RL.12.2		
	RL.12.3		
	RL.12.4		
	RL.12.5		

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	Script of play "Antigone;" s	Personificaiton, figurative language
	RL.11-12.2		
	RL.11-12.3		
	RL.11-12.4		

	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	Background of Chaucer; The Pardoner's Tale, The Wife of Bath's Tale	Frame Story, rhyme scheme, meter, irony
	RL.11-12.2		
	RL.11-12.3		
	RL.11-12.4		
	RL.11-12.		
	W.12.1		
	W.12.1b		
	W.12.1c		

QUARTER 3

Unit 6: (15 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
Poetry	W.12.4	"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,	
				Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	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
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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	Macbeth	Vocabulary accompanies the text
	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.			
	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	8	9	10	11	12	13				
	14		15	16	17	18	19	20				
	21		22	23	24	25	26	27				
	28		29	30	Halloween	31	1	2	3			
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	Thanksgiving Day	22	23	24				
December 2018	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
	16	17	18	19	20	Winter Solstice	21	22				
	23	Christmas Eve	Christmas Day	25	26	27	28	29				
January 2019	30	New Year's Eve	New Year's Day	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	MLK Jr. Day										
February 2019												
	3	4	5	6	7	8	9					
	10	Semester 2 Begins	11	12	13	14	Winter Break	15	16			
	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					

Algebra 1 Curriculum Map 2019-20

QUARTER 1

Unit 1: Introduction to Algebra (10 days)

Unit Focus	Standards	Resources	Unit Vocabulary
<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Expression - Equation - Variable - Term - Coefficient - Exponent - Factor - Rational Number - Irrational Number - Commutative 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
	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
<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 $y = f(x)$.	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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.		<ul style="list-style-type: none"> - 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 $n \geq 1$.		
	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 maxima and minima; 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
<ul style="list-style-type: none"> - Solve linear inequalities - Graph linear inequalities 	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.		<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - Graph exponential functions - Solve problems involving exponential growth and decay - recognize 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.	<ul style="list-style-type: none"> - 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	
		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.8b		

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 $(1.151/12)^{12t} \approx 1.1212t$ 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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
	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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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.		
	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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.		
	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 $x^2 = 49$), 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 $x^2 + y^2 = 3$.			
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).		
	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).		

- Quadratic
- Completing the square
- Parabola
- Roots
- Factoring
- Quadratic formula
- Difference of squares

- median
- mean
- interquartile range
- standard deviation
- outlier

	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 - histogram - 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:			
		<i>* 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</i>		
		<i>* Red items indicate power standards</i>		

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		<i>Review properties of real numbers and & mid-unit quiz</i>
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		<i>Review real numbers, polynomial expressions & their properties</i>
Day 10		<i>Demonstrate knowledge of real numbers, polynomial expressions, and their properties. (Test)</i>

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		<i>Review modeling and solving one and two-step equations & mid-unit quiz #1</i>
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		<i>Review modeling and solving proportions and multi-step equations with multiple variables & mid-unit quiz #2</i>
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		<i>Review solving linear equations</i>
Day 18		<i>Demonstrate knowledge of solving linear equations. (Test)</i>

Unit 3: Functions (11 days)

Day	Standard Code	Objective
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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 derived 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		<i>Review functions, domain and range & mid-unit quiz</i>
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		<i>Review functions & function families</i>
Day 11		<i>Demonstrate knowledge of functions & function families (Test)</i>
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 pattern (arithmetic sequences)
Day 3		<i>Review arithmetic sequences & mid-unit quiz #1</i>
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		<i>Review graphing linear functions & mid-unit quiz #2</i>
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		<i>Review graphing linear functions from tables and contexts & mid-unit quiz #3</i>
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		<i>Review parallel & perpendicular lines & mid-unit quiz #4</i>
Day 23		<i>Project</i>

Day 24		<i>Project</i>
Day 25		<i>Project</i>
Day 26		<i>Review linear functions</i>
Day 27		<i>Demonstrate knowledge of linear functions (Test)</i>

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		<i>Review linear inequalities</i>
Day 7		<i>Demonstrate knowledge of linear inequalities</i>

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		<i>Review solving systems by graphing & mid-unit quiz</i>
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		<i>Review solving systems of equations</i>
Day 11		<i>Demonstrate knowledge of systems of equations (Test)</i>

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		<i>Review geometric sequence & mid-unit quiz #1</i>
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		<i>Review graphing & solving exponential functions & mid-unit quiz #2</i>
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		<i>Review exponential functions</i>
Day 16		<i>Demonstrate knowledge of exponential functions (Test)</i>

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		<i>Review simplifying monomial expressions and parts of polynomials & mid-unit quiz</i>
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		<i>Review polynomials</i>
Day 12		<i>Demonstrate knowledge of polynomials (Test)</i>

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		<i>Review factoring quadratic equations & solving by factoring & mid-unit quiz #1</i>
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		<i>Review solving quadratic equations & mid-unit quiz #2</i>
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		<i>Review solving quadratic equations & mid-unit quiz #3</i>
Day 15		<i>Project</i>
Day 16		<i>Project</i>
Day 17		<i>Project</i>
Day 18		<i>Review quadratic functions</i>
Day 19		<i>Demonstrate knowledge of quadratic functions (Test)</i>

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		<i>Review plotting data & mid-unit quiz #1</i>
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		<i>Review plotting data & lines of best fit</i>
Day 10		<i>Demonstrate knowledge about plotting data and lines of best fit (Test)</i>

	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018												
	4	5	6	7	8	9	10					
		Daylight Savings Ends										
	11	12	13	14	15	16	17					
		Veterans' Day										
December 2018	18	19	20	21	22	23	24					
					Thanksgiving Day							
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
		Christmas Eve	Christmas Day									
	30	31	1	2	3	4	5					
February 2019		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										
February 2019	27	28	29	30	31	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	1	2					

Algebra 2 Curriculum Map 2019-20



QUARTER 1

Unit 1: Linear Equations (10 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - 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. ****		<ul style="list-style-type: none"> - 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:
<ul style="list-style-type: none"> - 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.		<ul style="list-style-type: none"> - 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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.		
	N-CN.A2 Use the relation $i^2 = -1$ 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 $x^2 + 4$ as $(x + 2i)(x - 2i)$.		

Unit 3: Quadratic Equations (20 days)

Unit Description / Focus	Standards	Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - 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. ****		<ul style="list-style-type: none"> - 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.		

		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.5			
	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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****		
	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 $(x - p)^2 = q$ that 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****		
	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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.		
	N-CN.A2	Use the relation $i^2 = -1$ 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:
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<ul style="list-style-type: none"> - Add, subtract, multiply, and divide polynomials - Factor polynomials - Solve polynomial equations using the zero product property - Graph polynomial functions - Transform 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.		<ul style="list-style-type: none"> - 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.B.3	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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****		
	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 $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ 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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.		
	N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ 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)				<i>Note:</i>
Unit Description / Focus	Standards		Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - 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.		<ul style="list-style-type: none"> - 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.		
	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:
<ul style="list-style-type: none"> - 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 $n \geq 1$.	<ul style="list-style-type: none"> - 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:
<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Radical Equation - Radical Expression - Rational 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.		
	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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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; 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.		

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

Unit Description / Focus	Standards		Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - 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.		<ul style="list-style-type: none"> - 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 d are 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
	S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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:
<ul style="list-style-type: none"> - Line of best fit - Normal distribution curve - Samples & biases - Making inferences with sample statistics 	S-IC.A1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.		<ul style="list-style-type: none"> - 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
		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.A2			
	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

<ul style="list-style-type: none"> - 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.		<ul style="list-style-type: none"> - 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.		
Unit 12: Matrices and Vectors (17 days)				
Unit Description / Focus	Standards		Resources	Unit Vocabulary:
<ul style="list-style-type: none"> - Matrix addition, subtraction, and multiplication - Inverse of a matrix - Determinant of a matrix - Transformations on the plane 	A-REI.C8	(+) Represent a system of linear equations as a single matrix equation in a vector variable.		<ul style="list-style-type: none"> - 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 that 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		<i>Review linear equations & mid-unit quiz</i>
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		<i>Review linear equations</i>
Day 10		<i>Demonstrate knowledge of linear equations (Test)</i>

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		<i>Review factoring and complex numbers</i>
Day 9		<i>Demonstrate knowledge of factoring and complex numbers (Test)</i>

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		<i>Review solving quadratic equations & mid-unit quiz #1</i>
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		<i>Review graphing and solving quadratic equations & mid-unit quiz #2</i>
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 $f(x) + k$, $k \cdot f(x)$, $f(kx)$, 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		<i>Review quadratic functions</i>
Day 20		<i>Demonstrate knowledge of quadratic functions (Test)</i>

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 raise binomials to the n th 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		<i>Review polynomial operations and mid-unit quiz #1</i>
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 $f(x) + k$, $k \cdot f(x)$, $f(kx)$, 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		<i>Review polynomial functions</i>
Day 15		<i>Demonstrate knowledge about polynomial functions (Test)</i>

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 transformations 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 transformations 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		<i>Review rational functions and mid-unit quiz #1</i>
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		<i>Review rational functions</i>
Day 13		<i>Demonstrate knowledge about rational functions (Test)</i>

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		<i>Review series & sequences</i>
Day 6		<i>Demonstrate knowledge of series & sequences (Test)</i>

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		<i>Review radical equations and mid-unit quiz #1</i>
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		<i>Review radical equations and inverses</i>
Day 12		<i>Demonstrate knowledge of radical equations and inverses (Test)</i>

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 $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative)
Day 5		<i>Review exponential functions and mid-unit quiz #1</i>
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		<i>Review logarithmic functions and mid-unit quiz #2</i>
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		<i>Review exponential and logarithmic functions</i>
Day 16		<i>Demonstrate knowledge of exponential and logarithmic functions (Test)</i>

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		<i>Review probability and mid-unit quiz #1</i>
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		<i>Review probability and mid-unit quiz #2</i>
Day 13	S-MD.A.1	Define a random variable 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		<i>Review probability</i>
Day 19		<i>Demonstrate knowledge of probability (Test)</i>
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 coefficient 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 coefficient 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		<i>Review statistics and mid-unit quiz #1</i>
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		<i>Review statistics and mid-unit quiz #2</i>
Day 15	S-IC.B6	Evaluate reports based on data

Day 16	S-IC.B6	Evaluate reports based on data
Day 17		<i>Review statistics</i>
Day 18		<i>Demonstrate knowledge of statistics (Test)</i>
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 2π / 360 degrees)
Day 7		<i>Review trig & mid-unit quiz</i>
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 $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle
Day 10	F-TF.C8	Prove the Pythagorean Identity
Day 11		<i>Review trig</i>
Day 12		<i>Demonstrate knowledge of trigonometry (Test)</i>
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 matrices by a vector
Day 4	N-VM.8, N-VM.10	Multiply matrices by matrices (including the identity matrix)
Day 5	N-VM.8, N-VM.9	Multiply matrices by matrices
Day 6		<i>Review matrices & mid-unit quiz</i>
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 2×2 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 2×2 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		<i>Review matrices</i>
Day 17		<i>Demonstrate knowledge of matrices (Test)</i>

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



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 guides 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	<i>Biology</i> (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, exon, 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 cells contain organelles 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 mitosis, 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	Photosynthesis, 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		

		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.LS1.7			

Unit 5: Cycling of Matter/Flow of Energy(days)

Unit Focus	Standards	Resources	Unit Vocabulary
-carbon cycle	SCI.HS.LS2.3	Biology (McGraw Hill) textbook, notes, notebook, labs	biosphere, hydrosphere, geosphere, atmosphere, element, carbon, phosphorus, nitrogen
	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions		
-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	Crash Course Biology	chromosomes, traits, inheritable, mutation
	SCI.HS.LS3.2	HHMI	
		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	Explore Learning	
	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population	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	Biology (McGraw Hill) textbook, notes, notebook, labs	natural selection, advantage, evolution, population, mutation, competition	
				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			

QUARTER 4

Unit 8: Biodiversity and Carrying Capacity (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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- How can communities and ecosystems change over time? - population graphs - carrying capacity - human effects on the environment		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
		Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales		
		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		
		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		
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Unit 2: (days)

Day	Standard Code	Objective
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Unit 3: (days)

Day	Standard Code	Objective
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Unit 4: (days)

Day	Standard Code	Objective
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Unit 5: (days)

Day	Standard Code	Objective
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Day 7		

Unit 6: (days)

Day	Standard Code	Objective
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Unit 7: (days)

Day	Standard Code	Objective
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Unit 8: (days)		
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Day	Standard Code	Objective
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Unit 9: (days)		
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Day	Standard Code	Objective
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Unit 10: (days)		
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Day	Standard Code	Objective
Day 1		
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Day 8		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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, parliament
	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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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 influence 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 influence 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 influence of public opinion on public policy.		
	C 3.5.6	Explain the significance 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, conflicts 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 film). (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 office).	
	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 significant 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 significant 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 fulfilled 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 officials, 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, reflect 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), Michigan Open Textbook	

Daily Unit Objectives

Unit 1: (days)

Day	Standard Code	Objective
Day 1		
Day 2		
Day 3		
Day 4		
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Day 6		
Day 7		
Day 8		
Day 9		
Day 10		

Unit 2: (days)

Day	Standard Code	Objective
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Unit 3: (days)

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

Day	Standard Code	Objective
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Unit 5: (days)

Day	Standard Code	Objective
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Day 7		

Unit 6: (days)

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

Day	Standard Code	Objective
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Unit 8: (days)		
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Day	Standard Code	Objective
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Unit 9: (days)		
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Day	Standard Code	Objective
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Unit 10: (days)		
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Day	Standard Code	Objective
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	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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.	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.	
		http://www.flocabulary.com	

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.	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.	
		http://www.flocabulary.com	

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.)	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.	
		http://www.flocabulary.com	

QUARTER 2

Unit 4: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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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; denotation; 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
	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.	
			commercial; advertising; claim

	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
Day 1		
Day 2		
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Unit 2: (days)

Day	Standard Code	Objective
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Unit 3: (days)

Day	Standard Code	Objective
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Unit 4: (days)

Day	Standard Code	Objective
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Unit 5: (days)

Day	Standard Code	Objective
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Unit 6: (days)

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

Day	Standard Code	Objective
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Unit 8: (days)		
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Day	Standard Code	Objective
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Unit 9: (days)		
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Day	Standard Code	Objective
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Unit 10: (days)		
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Day	Standard Code	Objective
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	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
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	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	1	2					
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	10	11	12	13	14	15	16					
	17	18	19	20	21	22	23					
	24	25	26	27	28	1	2					

Curriculum Map 2019-2020



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
	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 satellite	SCI.HS.ESS1.4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system	orbital motion, satellite

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	meteorite, rocky 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
	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	feedback loop, geoscience

QUARTER 3

Unit 6: Cycling and the Environment (days)

Unit Focus	Standards	Resources	Unit Vocabulary
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-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	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	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
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Unit 2: (days)

Day	Standard Code	Objective
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Unit 3: (days)

Day	Standard Code	Objective
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Unit 4: (days)

Day	Standard Code	Objective
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Unit 5: (days)

Day	Standard Code	Objective
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Unit 6: (days)

Day	Standard Code	Objective
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Unit 7: (days)

Day	Standard Code	Objective
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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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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										
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October 2018	30	1	2	3	4	5	6					
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	14		15	16	17	18	19	20				
	21		22	23	24	25	26	27				
	28		29	30	31	1	2	3				
November 2018				Halloween								
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December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
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	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
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February 2019	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											
February 2019	27	28	29	30	31	1	2					
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	17	18	19	20	21	22	23					
	24	25	26	27	28	1	2					

Curriculum Map 2019-2020



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, <i>Economics</i> (Glencoe), Odysseyware
	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, <i>Economics</i> (Glencoe), Odysseyware
	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 influence 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 influences 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 officials 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 inflation, 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 flow, 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 financial 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 flow 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 fiscal 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 Interdependence - 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.	interdependence, tariffs, export, import, exchange 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 finance 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 finance 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		
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)		
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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)		
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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)		
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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

Geometry Curriculum Map 2019-20



QUARTER 1

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

Unit Description / Focus	Standards	Resources	Unit Vocabulary	
	G-CO.A.1		<ul style="list-style-type: none"> - Angle - Circle - Perpendicular line - Parallel line - Line segment - Construction - Bisect - Perpendicular bisector - Equilateral triangle - Square - Regular hexagon - Inscribed 	
				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.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		<ul style="list-style-type: none"> - 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 	
				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-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 $(1, \sqrt{3})$ 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 $(1, \sqrt{3})$ 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.		
	S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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		<i>Review tools of geometry & mid-unit quiz</i>
Day 8	G-CO.D.12	Construct perpendicular lines
Day 9	G-CO.D.12	Construct a perpendicular 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		<i>Review constructions</i>
Day 16		<i>Demonstrate knowledge of constructions (Test)</i>

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 (transversal cutting parallel lines)
Day 4	G-CO.C.9	Identify different types of angles and find missing angle measures (transversal cutting parallel lines)
Day 5		<i>Review angles & mid-unit quiz #1</i>
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 partitions 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 partitions 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		<i>Review angles & lines</i>
Day 13		<i>Demonstrate knowledge about angles & lines (Test)</i>

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		<i>Review dilations & mid-unit quiz</i>
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		<i>Review transformations</i>
Day 13		<i>Demonstrate knowledge about transformations (Test)</i>
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		<i>Review congruent polygons and mid-unit quiz #1</i>
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		<i>Review congruent polygons</i>
Day 12		<i>Demonstrate knowledge about congruence (Test)</i>
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 parallel 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		<i>Review similarity</i>
Day 8		<i>Demonstrate knowledge about similarity (Test)</i>
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		<i>Review right triangles</i>
Day 9		<i>Demonstrate knowledge about right triangles (Test)</i>
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		<i>Review triangles</i>
Day 9		<i>Demonstrate knowledge about triangles (Test)</i>
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		<i>Review parallelograms</i>
Day 7		<i>Demonstrate knowledge about parallelograms (Test)</i>
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		<i>Review circles & mid-unit quiz #1</i>
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		<i>Review circles & mid-unit quiz #2</i>
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		<i>Review circles</i>
Day 21		<i>Demonstrate knowledge about circles (Test)</i>
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		<i>Review volume & mid-unit quiz</i>
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		<i>Review 3D shapes</i>
Day 10		<i>Demonstrate knowledge of 3D shapes (Test)</i>
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		<i>Review modeling & mid-unit quiz</i>
Day 5		<i>Project</i>
Day 6		<i>Project</i>
Day 7		<i>Project</i>
Day 8		<i>Project</i>
Day 9		<i>Review modeling</i>
Day 10		<i>Demonstrate knowledge of modeling (Test)</i>
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		<i>Review probability & mid-unit quiz</i>
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		<i>Review probability</i>
Day 13		<i>Demonstrate knowledge of probability (Test)</i>

	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					
October 2018	30	1	2	3	4	5	6					
	7	8	9	10	11	12	13					
		Columbus Day										
	14	15	16	17	18	19	20					
	21	22	23	24	25	26	27					
November 2018	28	29	30	31	1	2	3					
				Halloween								
	4	5	6	7	8	9	10					
		Daylight Savings Ends										
	11	12	13	14	15	16	17					
December 2018												
	18	19	20	21	22	23	24					
					Thanksgiving Day							
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
January 2019	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									
February 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					
February 2019												
	27	28	29	30	31	1	2					
	3	4	5	6	7	8	9					
	10	11	12	13	14	15	16					
February 2019	17	18	19	20	21	22	23					
	24	25	26	27	28	1	2					



Academy for Business & Technology

Health Curriculum Map

September - October	November - December	January
<ul style="list-style-type: none"> ● <i>Healthy Foundation</i> ● <i>Physical Activity and Nutrition</i> ● <i>Mental and Emotional Health</i> ● <i>Promoting Safe and Healthy Relationships</i> 	<ul style="list-style-type: none"> ● <i>Personal Care and Body Systems</i> ● <i>Growth and Development</i> ● <i>Drugs</i> 	<ul style="list-style-type: none"> ● <i>Disease and Disorders</i> ● <i>Injury Prevention and Environmental Health</i>
Health: Big Ideas		
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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:

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

<p>Health Wellness Prevention Health literacy Hereditly 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</p>	<p>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</p>	<p>Pathogens Communicable diseases Antibodies Immunity Epidemics STIs HIV AIDS Pandemic Noncommunicable diseases Cancer Biopsy OSHA First aid CPR</p>
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SUGGESTED Resources

<ul style="list-style-type: none"> Atlas Rubicon/ 	<ul style="list-style-type: none"> Atlas Rubicon/ 	<ul style="list-style-type: none"> Atlas Rubicon/
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- Study Island
- United Streaming
- Scholastic Magazines
- Classroom Libraries
- Teachers Pay Teachers
- You Tube
- Building Resources

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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.			
	<u>P.K-2.TC</u>	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, peripherals, 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	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	
					Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.
	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	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	
					Participate in collaborative conversations about Grade Level topics and texts with peers and adults in small and larger groups.
	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 aud				
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
Build math number sense and fluency	Blue standards = Essential Focus for Quarter 1			
	K.CC.A.3 K.CC.B	Zearn.org Teachers Pay Teachers Prodigy.com Eureka Math Better Lesson Math www.mathplayground.com	number, objects, how many, one more count, how many, counting, addition, subtraction adding to, taking from, putting together, comparing, unknown	Teachers Pay Teachers Quick Checks
	1.OA.C.5			
	1.OA.A.			
	1.OA.B.3		operations	
	1.OA.B.4		unknown-addend	
	1.OA.C		bundling, decomposing, m	
	1.NBT.A.1		written numeral	
	1.NBT.B.3		compare, less than, greater than, equal	
	1.NBT.C.5		two-digit number, 10 more, 10 less	
Addition and subtraction and understanding the relationship between them			addition, subtraction, one-step word problems, adding to, taking from, putting together, comparing, unknowns	
	2.OA.A.1			
	2.OA.B.2		fluency, mental strategies	
	2.OA.C.3		even, odd	
	2.OA.C.4		rectangular arrays	
Understanding multiplication and strategies for multiplication and division of whole numbers			rows, groups, size, array pattern, total/sum of items/objects	
	3.OA.A.01		whole numbers, divide division, equal shares, partitioned. expression, inverse operation, unknown	
	3.OA.A.02		unknown, multiply, divide. inverse operation. product,divisor, dividend, equal share/groups, arrays. pattern, drawings. model	
	3.OA.A.03		unknown, multiply, divide. inverse operation. product,divisor, dividend	
	3.OA.A.04		unknown, multiply, divide. inverse operation.	
Multiplication and division understandi	4.OA.A.1		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, multiply, 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 $700 \div 70 = 10$ by applying concepts of place value and division.		powers of ten, place value, 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, multiply/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 symbols.		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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.		expanded form, standard form, 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 value, 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	Teachers Pay Teachers Quick Checks
	K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.		
	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.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		
	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.		
	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.)		
	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.		
Addition and subtraction and understanding the relationship between the two. Place Value understanding	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.	array, line, organize/arrange, sort, count	
	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	counting, addition, subtraction	
	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.	adding to, taking from, putting together, comparing, unknown	
	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:	operations	
Understand relationship between multiplication and division. Represent and solve problems and word problems involving multiplication and division. Place value understanding and properties of operations to perform multi-digit arithmetic.	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.	unknown-addend	
	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 .	written numeral, number of	
	3.OA.A.02	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 $56 \div 8$.	addition, subtraction, one-step word problems, adding to, taking from, putting together, comparing, unknowns	
	3.OA.B.5	Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	fluency, mental strategies	
	3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	even, odd	
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	rectangular arrays		
			divide, division, equal shares, inverse operation,multiply, if...then math relationships	
			divide, division, equal shares, inverse operation,multiply, if...then math relationships	
			divide, division, equal shares, inverse operation,multiply, if...then math relationships	
			divide, division, equal shares, inverse operation,multiply, if...then math relationships	
			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 properties of operations to perform multi-digit arithmetic.	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 $700 \div 70 = 10$ 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.		multiplying 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 strategies.		dividing decimals, multiplying decimals, moving decimal points, place value	
	5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). 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 - $V = L \times H$, 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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	Teachers Pay Teachers Quick Checks
	K.OA.A	Understand addition as putting together and adding to, and understand subtraction as taking apart and		
	K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the		
	1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).		
		Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking		
	1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a		
	1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit		
Addition and subtraction and understanding the relationship between the two. Place value understanding	1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.		
	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of		
	2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all		
	2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations,		
Develop understanding of fractions as numbers and partitioning fractions and comparing fractions, multiply and divide within one hundred	2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols		
	3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication		
	3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of		
Multiplication and division of whole numbers/ / multiplying fractions	3.NF.A	Develop understanding of fractions as numbers.		
	3.MD.A.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms		
	4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.		
Understanding fractions - multiplying and dividing fractions. Continuing fluency on multiplying multi-digit numbers and understanding place		Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with		
	4.NF.B	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.		
	5.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit		
	5.NF.A	Use equivalent fractions as a strategy to add and subtract fractions.		
	5.NF.B	Apply and extend previous understandings of multiplication and division.		

Personal Finance Curriculum Map 2019-20



QUARTER 1

Unit 1: Personal Finance (45 days)

Unit Focus	Standards	Resources	Unit Vocabulary	
<ul style="list-style-type: none"> - Introduction to Traditional Income - Planing Your Future - Careers - Taxes and My Income 			<ul style="list-style-type: none"> - Income Tax - Medicare - Social Security - Taxes - Career Cluster - Abilities - Income - Interest - Values - Wanted Skills 	
		Career Exploration Tool		
		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	
<ul style="list-style-type: none"> - Saving and Investing - Rish Management 			<ul style="list-style-type: none"> - Bond - Financial Institution -Interest - Invest - Mutual Fund - Opportunity Cost - Pay Yourself First (PYF) - Principal - Risk - Savings Accouant 	
		Understanding College Cost and the FAFSA		
		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	
<ul style="list-style-type: none"> - Banking Partners - Personal Spending - Savvy Shopping - Manageing Credit 			<ul style="list-style-type: none"> - Bank - Credit Union - Finalcial Institution - Interest - Interest Bank - Mobile Banking - Online Banking - Bankruptcy - Cash - Check - Credit -Credit Card - Debit - Debit Card - Debt - Foreclosure 	
		Checks and Checking Accounts/ Check Writing and keeping a check register to track checks, deposits wihdrawals and automatic electronic payments		
		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)

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		<i>Review properties of real numbers and & mid-unit quiz</i>
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		<i>Review real numbers, polynomial expressions & their properties</i>
Day 10		<i>Demonstrate knowledge of real numbers, polynomial expressions, and their properties. (Test)</i>

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		<i>Review modeling and solving one and two-step equations & mid-unit quiz #1</i>
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		<i>Review modeling and solving proportions and multi-step equations with multiple variables & mid-unit quiz #2</i>
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		<i>Review solving linear equations</i>
Day 18		<i>Demonstrate knowledge of solving linear equations. (Test)</i>

Unit 3: Functions (11 days)

Day	Standard Code	Objective
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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 derived 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		<i>Review functions, domain and range & mid-unit quiz</i>
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		<i>Review functions & function families</i>
Day 11		<i>Demonstrate knowledge of functions & function families (Test)</i>
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 pattern (arithmetic sequences)
Day 3		<i>Review arithmetic sequences & mid-unit quiz #1</i>
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		<i>Review graphing linear functions & mid-unit quiz #2</i>
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		<i>Review graphing linear functions from tables and contexts & mid-unit quiz #3</i>
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		<i>Review parallel & perpendicular lines & mid-unit quiz #4</i>
Day 23		<i>Project</i>

Day 24		<i>Project</i>
Day 25		<i>Project</i>
Day 26		<i>Review linear functions</i>
Day 27		<i>Demonstrate knowledge of linear functions (Test)</i>

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		<i>Review linear inequalities</i>
Day 7		<i>Demonstrate knowledge of linear inequalities</i>

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		<i>Review solving systems by graphing & mid-unit quiz</i>
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		<i>Review solving systems of equations</i>
Day 11		<i>Demonstrate knowledge of systems of equations (Test)</i>

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		<i>Review geometric sequence & mid-unit quiz #1</i>
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		<i>Review graphing & solving exponential functions & mid-unit quiz #2</i>
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		<i>Review exponential functions</i>
Day 16		<i>Demonstrate knowledge of exponential functions (Test)</i>

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		<i>Review simplifying monomial expressions and parts of polynomials & mid-unit quiz</i>
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		<i>Review polynomials</i>
Day 12		<i>Demonstrate knowledge of polynomials (Test)</i>

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		<i>Review factoring quadratic equations & solving by factoring & mid-unit quiz #1</i>
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		<i>Review solving quadratic equations & mid-unit quiz #2</i>
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		<i>Review solving quadratic equations & mid-unit quiz #3</i>
Day 15		<i>Project</i>
Day 16		<i>Project</i>
Day 17		<i>Project</i>
Day 18		<i>Review quadratic functions</i>
Day 19		<i>Demonstrate knowledge of quadratic functions (Test)</i>

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		<i>Review plotting data & mid-unit quiz #1</i>
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		<i>Review plotting data & lines of best fit</i>
Day 10		<i>Demonstrate knowledge about plotting data and lines of best fit (Test)</i>

	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					



Physical Education –High School Curriculum Map

Motor Skills	Physical Fitness	Cognitive Concepts
<ul style="list-style-type: none"> • <i>Soccer</i> • <i>Flag Football</i> • <i>Kickball</i> • <i>Dodgeball</i> • <i>Volleyball</i> • <i>Basketball</i> • <i>Running/Walking</i> 	<ul style="list-style-type: none"> • <i>Daily Warm Up</i> • <i>Plyometrics</i> • <i>Stretching</i> • <i>Team and Individual Sports (see Motor Skills)</i> 	<ul style="list-style-type: none"> • <i>Daily Warm Up</i> • <i>Plyometrics</i> • <i>Stretching</i> • <i>Team and Individual Sports (see Motor Skills)</i>
Big Ideas		
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>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).</p> <ul style="list-style-type: none"> • Participates in a variety of physical activities appropriate for enhancing cardiorespiratory endurance. • Assess personal status of cardiorespiratory endurance. 		<p>mental function, and emotional health.</p> <ul style="list-style-type: none"> • Describe the activities and opportunities to develop sportsmanship, leadership and cooperation. • Identify lifelong physical leisure activities which one enjoys and would like to pursue.
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Learner Outcomes

<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 5: All students will participate successfully in selected health- enhancing, lifelong physical activities.</p> <p>Content Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.</p> <p>Content Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 8: All students will develop and maintain healthy levels of flexibility of body joints.</p> <p>Content Standard 9: All students will recognize and understand the benefits of healthy body composition.</p> <p>Content Standard 10: All students will apply the concepts of body awareness, time, space, direction and force to movement.</p>	<p>Standards:</p> <p>High School Area Content Expectations:</p> <p>Content Standard 11: All students will explain and apply the essential steps in learning motor skills.</p> <p>Content Standard 12: All students will explain and apply appropriate rules and strategies when participating in physical education activities.</p> <p>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.</p>
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Required Vocabulary

<p>Hand-eye coordination Teamwork Team Specific Terminology Cardiorespiratory Exercise Aerobic Anaerobic Endurance Stamina Muscular strength</p>	<p>Plyometrics Flexibility BMI Healthy weight gain/weight loss</p>	<p>Sportsmanship Stressors Stress Management Stress Relief Self Image Leadership Role Model Diseases Muscle Atrophy Aging</p>
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Muscle Memory		
SUGGESTED Resources		
<ul style="list-style-type: none"> ● Atlas Rubicon ● United Streaming ● Teachers Pay Teachers ● You Tube ● Building Resources 	<ul style="list-style-type: none"> ● Atlas Rubicon/ ● United Streaming ● Teachers Pay Teachers ● You Tube ● Building Resources 	<ul style="list-style-type: none"> ● Atlas Rubicon/ ● United Streaming ● Teachers Pay Teachers ● You Tube ● Building Resources
Personal and Social Behaviors and Values		
<ul style="list-style-type: none"> ● <i>Daily Warm Up</i> ● <i>Plyometrics</i> ● <i>Wrap-up Discussions</i> ● <i>Team and Individual Sports (see Motor Skills)</i> 		
Big Ideas		
<ul style="list-style-type: none"> ● 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



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, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)
	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, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)
	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, <i>Physical Science</i> (Glencoe), <i>Chemistry</i> (Prentice Hall)
	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		
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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)	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	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 molecular level 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 reactions 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)
	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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
					Winter Solstice							
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					



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

September - October	October-November	December - January
<ul style="list-style-type: none"> Unit 1: Energy & Power 	<ul style="list-style-type: none"> Unit 1: Energy & Power Unit 2: Materials & Structures 	<ul style="list-style-type: none"> Unit 2: Materials & Structure
: Big Ideas		
<ul style="list-style-type: none"> There is a relationship between energy and power There is a need for clear and concise communication 	<ul style="list-style-type: none"> There are many different fields of study possible Laws of Motion describe the interaction of forces on a body 	<ul style="list-style-type: none"> There is a constant evaluation of materials used in engineering - to find the best possible one to provide the biggest advantage
Unit Expectations		
<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>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</p>	<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>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</p> <p>HS-ETS1 Engineering Design HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4</p>	<p>Students will view themselves as engineers and master the following common core content standards:</p> <p>Standards: Next Generation Science Standards</p> <p>HS-ETS1 Engineering Design HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4</p>
SUGGESTED Resources		
<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> PLTW Principles of Engineering Curriculum Engineering Your Future Project Based Learning 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none">Unit 3: Control Systems	<ul style="list-style-type: none">Unit 3: Control SystemsUnit 4: Statistics & Kinematics	<ul style="list-style-type: none">Unit 4: Statistics & Kinematics
: Big Ideas		
<ul style="list-style-type: none">Control systems are needed to provide a consistent process control and reliability	<ul style="list-style-type: none">Determine when to use open or closed systemsEngineers use statistics to make informed decisions	<ul style="list-style-type: none">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		
<ul style="list-style-type: none">PLTW Principles of Engineering CurriculumEngineering Your Future Project Based Learning	<ul style="list-style-type: none">PLTW Principles of Engineering CurriculumEngineering Your Future Project Based Learning	<ul style="list-style-type: none">PLTW Principles of Engineering CurriculumEngineering Your Future Project Based Learning

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 reflected 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, <i>The American Vision</i> (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
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-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, <i>The American Vision</i> (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
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-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)	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i> 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
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-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).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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).		

		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)		
	USH7.2.4			

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).	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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)	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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).	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)	

Michigan Open Textbook, The American Vision (Glencoe)

	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 least 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)	<i>Michigan Open Textbook, The American Vision (Glencoe)</i>	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
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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)

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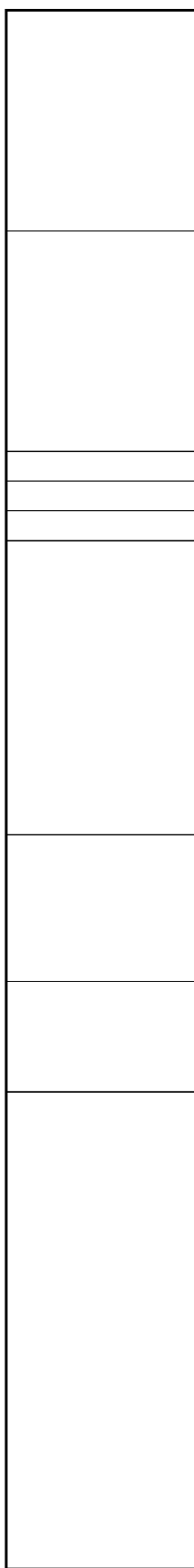
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday					
August 2018				1	2	3	4					
	5	6	7	8	9	10	11					
	12	13	14	15	16	17	18					
	19	20	21	22	23	24	25					
	26	27	28	29	30	31	1					
September 2018	2	3	4	5	6	7	8					
		Labor Day										
	9	10	11	12	13	14	15					
	16	17	18	19	20	21	22					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

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		nomad, interregional, spatial; Confucianism; Buddhism;
Systems of Human Organizations	WHG-F2.1		
Growth and Development of World Religions	WHG-F3.1		
Regional Interactions	WHG-F4.1		
		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.	
Unit 2: (days)			
Unit Focus	Standards	Resources	Unit Vocabulary
Crisis in the Classical World, World Religions, Trade Networks and Contacts	WHG4.1		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).		
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 2: Chapter 5: Classical Greece; Chapter 6: Ancient Rome and Early Christianity; Chapter 7: India and China Establish Empires; Chapter 8: African Civilizations	
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 Geography 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).	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	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).		

West

QUARTER 3

Unit 6: (days)WHG Era 6 – An Age of Global Revolutions, 18th Century-1914

Unit Focus	Standards	Resources	Unit Vocabulary
	<p>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</p>		constitutionalism; socialism; republicanism; captialism; secularization
	<p>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>		
	<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>	World History Text. Unit 6-1700-1900. Chapter 25: The Industrial 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?	
	<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>		

Unit 7: (days)

Unit Focus	Standards	Resources	Unit Vocabulary
Political Revolutions, Growth of Nationalism and Nation-States, Industrialization, Imperialism	<p>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>		industrialization
	<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>		
	<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>		

<p>Increasing Government and Political Power, Comparative Global Power, Twentieth Century Genocide, Global Technology, and Total War</p>	<p>WHG7.1.1</p>	<p>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)</p>	<p>Chapter 31: Years of Crisis; Chapter 32: World War I</p>
	<p>WHG7.1.2</p>	<p>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 economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)</p>	<p>Chapter 31: Years of Crisis</p>
	<p>WHG7.1.3</p>	<p>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)</p>	<p>mass extermination; fascism; communism</p>
	<p>WHG7.1.4</p>	<p>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)</p>	
	<p>WHG7.1.5</p>	<p>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)</p>	
<p>World War I, Inter-War Period, World War II, Revolutionary and/or Independence Movements</p>	<p>WHG7.2.2</p>	<p>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)</p>	
	<p>WHG7.2.3</p>	<p>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>	

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 Conflicts, 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 Crisis	
	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)

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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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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					
October 2018	30	1	2	3	4	5	6					
	7	Columbus Day	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				
November 2018				Halloween								
	4	5	6	7	8	9	10					
	Daylight Savings Ends											
	11	12	13	14	15	16	17					
	Veterans' Day											
December 2018	18	19	20	21	22	23	24					
				Thanksgiving Day								
	25	26	27	28	29	30	1					
	2	3	4	5	6	7	8					
	9	10	11	12	13	14	15					
January 2019	16	17	18	19	20	21	22					
				Winter Solstice								
	23	24	25	26	27	28	29					
	Christmas Eve	Christmas Day										
	30	31	1	2	3	4	5					
February 2019	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											
February 2019	27	28	29	30	31	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	1	2					

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 readings.
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 structure that supports the opinion.
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.
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 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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds chronologically.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sequences of events.
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 appropriate to the task, purpose, and audience.

	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		
w the response of characters to situations.	P		
	P		
	P		
appropriate to task and purpose.	I	I	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 keyboarding)
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 notes
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 dive
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparatio
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with c
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 o
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
are, 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
ive 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
g.	P	P	P
ticular sentences.	I	P	
	I	P	
	I	I	P
	I	I	P
	I	I	P
	I	I	I
h what is to be modified.	I	I	I
	I	P	
	I	P	
en writing.	I	P	
	I	P	
	I	P	
	I	P	
	I	P	
(e.g., sitting, smiled, cries, happiness).	I	I	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 o
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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	I	I	P
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	
	I	I	I
	I	I	I
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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
P
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17
18

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	
Learning 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 readings.
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 structure that supports the opinion.
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.
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 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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds chronologically.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sequences of events.
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 appropriate to the task, purpose, and audience.

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details, and clear event sequences.	P
naturally.	P
w the response of characters to situations.	P
	P
	P
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 keyboarding)
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 notes
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 dive
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparatio
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with c
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 o
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
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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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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.
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.3.4c	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 o
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

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ading and content, choosing flexibly from a range of strategies.	
able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
ompanion).	
of key words and phrases.	
).	
g., knew, believed, suspected, heard, wondered).	
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	22
Review Standards:	0

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	
Learning 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
	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 readings.
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 structure that supports the opinion.
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.
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 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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds chronologically.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sequences of events.
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 appropriate to the task, purpose, and audience.

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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 keyboarding)
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 notes
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 frames
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 diverse
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.
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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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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
he remarks of others.	I
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edia and formats, including visually, quantitatively, and orally.	I
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ive details, speaking clearly at an understandable pace.	P
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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.
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 o
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

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	
Learning 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 readings.
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 structure that supports the opinion.
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.
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 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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds chronologically.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sequences of events.
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 appropriate to the task, purpose, and audience.

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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 keyboarding)
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 notes
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 frames
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 diverse
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 o
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.	P
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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
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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.
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 o
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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g., knew, believed, suspected, heard, wondered).	I
s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
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	16

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	
	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 readings.
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 structure that supports the opinion.
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.
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 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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds chronologically.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sequences of events.
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 appropriate to the task, purpose, and audience.

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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 keyboarding)
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 notes
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 dive
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparatio
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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.
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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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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
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L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning o
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.	
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able/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
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s and phrases, including those that signal spatial and temporal relationships (e.g., After dinner	P
New Standards:	17
Review Standards:	18

2019-20 Quarterly Pacing Guide

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, 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 situation and 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., Hercules).	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 situation and 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., Hercules).	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 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.			
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., Hercules).	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 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.			
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., Hercules).	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 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.			
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, un wasteful, 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	
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, un wasteful, 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	
	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, un wasteful, 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, un wasteful, 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, un wasteful, 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. 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.7.2	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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.
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.9-10.9b	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	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	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	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	
	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.	
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.	
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	
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.	
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.9-10.9b	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.	
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	
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	
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	
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.	
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.	
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.	
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.	
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	
	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.9-10.9b	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.9-10.9b	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.9-10.9b	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
		Review Standards:	0	9	13
				25	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 from 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 of 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.	1
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.	1
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 of 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 of 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, drawings, 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
		Review Standards:	0	4	11



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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.	
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, drawings, 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, drawings, 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.	
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, drawings, 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.	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:			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	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	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	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	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.			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.	
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.	
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.)	
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.	
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 $6 + 6 + 1 = 12 + 1 = 13$).	
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
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.	
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.	
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 $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.	
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 $<$.	
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.	
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.	
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.	
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.			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.				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	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	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 problems 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:	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.	
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.	
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.	
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?	
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 problems 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 problems 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 problems 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 problems 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 $56 \div 8$ 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 $56 \div 8$.	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 number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	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 $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	P	P		
3.OA.B.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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.			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	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	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.		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 $a \times b$ and $a \times c$. 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.			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 $56 \div 8$ 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 $56 \div 8$.	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 number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	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 $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	P
3.OA.B.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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.	
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.	
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.	
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.	
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.	
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 $a \times b$ and $a \times c$. 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.	
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 $\frac{1}{4}$ 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 $56 \div 8$ 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 $56 \div 8$.	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 number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	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 $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	P
3.OA.B.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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 $1/b$.	
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.	
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.	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 $a \times b$ and $a \times c$. 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 $\frac{1}{4}$ 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 $56 \div 8$ 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 $56 \div 8$.	
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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	
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 $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	
3.OA.B.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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 $a \times b$ and $a \times c$. 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 $\frac{1}{4}$ 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 $56 \div 8$ 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 $56 \div 8$.	
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 $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	
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 $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	
3.OA.B.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ 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 $8 \times 5 = 40$, one knows $40 \div 5 = 8$) 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 $a \times b$ and $a \times c$. 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 $35 = 5 \times 7$ 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 $700 \div 70 = 10$ 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 $(n \times a)/(n \times b)$ 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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 $\frac{1}{360}$ 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 $35 = 5 \times 7$ 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 $700 \div 70 = 10$ 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 $(n \times a)/(n \times b)$ 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	
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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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 $\frac{1}{360}$ 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 $35 = 5 \times 7$ 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 $700 \div 70 = 10$ 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 $(n \times a)/(n \times b)$ 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	
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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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 $\frac{1}{360}$ 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 $35 = 5 \times 7$ 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 $700 \div 70 = 10$ 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 $(n \times a)/(n \times b)$ 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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 $\frac{1}{360}$ 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 $35 = 5 \times 7$ 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 $700 \div 70 = 10$ 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 $(n \times a)/(n \times b)$ 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	
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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.	

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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)	
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 ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). 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 $\frac{1}{360}$ 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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)		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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.		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 ($\frac{a}{b} = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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 $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)			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 $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ 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 $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.			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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.			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 $V = l \times w \times h$ and $V = b \times h$ 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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	
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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	
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 ($\frac{a}{b} = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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 $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)	
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 $a/b = (n \times a)/(n \times b)$ 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	
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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	
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 $V = l \times w \times h$ and $V = b \times h$ 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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	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 ($a/b = a \div b$). 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 $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	
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 $a/b = (n \times a)/(n \times b)$ 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	
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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	
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 $V = l \times w \times h$ and $V = b \times h$ 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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	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 ($a/b = a \div b$). 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 $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	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 $a/b = (n \times a)/(n \times b)$ 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	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 $V = l \times w \times h$ and $V = b \times h$ 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:	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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ 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., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	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, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	
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 $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.	
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 ($\frac{a}{b} = a \div b$). 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 $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. 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 $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.)	
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 $a/b = (n \times a)/(n \times b)$ 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 $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	
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 $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	
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 $V = l \times w \times h$ and $V = b \times h$ 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 $b \neq 0$, 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." 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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 $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.		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 Probability				
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 from that pattern.				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 $b \neq 0$, 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." 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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 $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.	
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 Probability	
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 $b \neq 0$, 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." 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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 $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.	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 Probability	
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 $b \neq 0$, 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." 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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 $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.	
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 Probability	
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 $b \neq 0$, 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." 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 $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) 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 $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.	
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 Probability	
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 from that pattern.	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 to 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 square is 20 units. What is the length of one of its sides?		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 rate as distance per unit time; how far a person walks per hour, miles per hour.			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 special attention to the points $(0, 0)$ and $(1, r)$ and $(r, 1)$ representing the unit rate r .			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 scale drawing and vice versa.			I	P
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on drawing triangles, quadrilaterals, circles, and other plane figures.			I	P
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right circular cylinders, cones, spheres, prisms, pyramids, rectangular prisms, and rectangular pyramids.			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 Probability				
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				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 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
	Review Standards:	11	6	7	19
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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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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.	1
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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ 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 Probability	
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	
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	
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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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ 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 Probability	
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	
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	
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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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ 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 Probability	
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	
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	
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 $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ 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 Probability	
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	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
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 $A = s^2$ 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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ 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 Probability				
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, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.			P		
8.EE.A.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 $\sqrt{2}$ 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 10^8 and the population of the world as 7 times 10^9 , 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 $A = s^2$ 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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ 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 Probability	

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, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	
8.EE.A.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 $\sqrt{2}$ 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 10^8 and the population of the world as 7 times 10^9 , 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 $A = s^2$ 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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ 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 Probability	

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, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	
8.EE.A.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 $\sqrt{2}$ 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 10^8 and the population of the world as 7 times 10^9 , 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 $A = s^2$ 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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ 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 Probability	

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.	
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.	
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, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	
8.EE.A.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 $\sqrt{2}$ 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 10^8 and the population of the world as 7 times 10^9 , 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 $A = s^2$ 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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ 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 Probability	

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, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.	P
8.EE.A.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 $\sqrt{2}$ 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 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.	P
	New Standards:	9
	Review Standards:	0



2019-20 Quarterly Pacing Guide

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 $n \geq 1$.		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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	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 $(1.151/12)^{12t} \approx 1.1212t$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$.				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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ 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 $n \geq 1$.	
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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	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 $(1.151/12)12t \approx 1.1212t$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$.	
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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 $n \geq 1$.	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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	
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 $(1.151/12)^{12t} \approx 1.12^{12t}$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$.	
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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 $n \geq 1$.	
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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	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 $(1.151/12)12t \approx 1.1212t$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$.	
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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 $n \geq 1$.	
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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	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 $(1.151/12)12t \approx 1.1212t$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$.	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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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 <u>quadratic functions</u>, 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	Conditional 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.				P
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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 $n \geq 1$.		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, <u>maxima, and minima.</u> ****	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, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>		P		
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>		P		
F-IF.C.7e	<u>Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</u>			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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.		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 $ab^ct = d$ where a , c , and d are 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****	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 $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ 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 $(x - p)^2 = q$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****	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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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; 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-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 that 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.				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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	P	P		
N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ 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	Conditional 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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 $n \geq 1$.	
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, <u>maxima, and minima.</u> ****	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, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>	
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>	
F-IF.C.7e	Graph exponential and logarithmic functions, <u>showing intercepts and end behavior,</u> 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	
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 $ab^ct = d$ where a , c , and d are 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****	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.	
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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 $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ 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.	
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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 $(x - p)^2 = q$ 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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****	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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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; 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-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 that 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.	
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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	P
N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ 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		



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	Conditional 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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 $n \geq 1$.	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, <u>maxima, and minima.</u> ****	
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, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>	P
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>	P
F-IF.C.7e	Graph exponential and logarithmic functions, <u>showing intercepts and end behavior,</u> 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	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 d are 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****	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.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.	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.C4	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	P
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-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.	P
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.	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.****	
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 $x^2 = 49$), 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****	
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 (Poly / Rational)
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 (Poly / Rational)
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5$ to hold, so $(5^{1/3})^3$ 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; 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-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 that 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.	
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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	P
N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ as $(x + 2i)(x - 2i)$.	P
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	P
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	Review Standards:	14
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2019-20 Quarterly Pacing Guide

High School	Algebra II CCSS	Q3
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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	Conditional 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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 $n \geq 1$.	
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, <u>maxima, and minima.</u> ****	
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, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>	
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>	
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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	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 d are 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****	
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 $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ 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 $(x - p)^2 = q$ that 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****	
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ 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; 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-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 that 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.	
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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	
N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ as $(x + 2i)(x - 2i)$.	
N-CN.C9	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	
		New Standards: 9

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	Algebra II 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.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	Conditional 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	P
S-CP.B.8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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 $n \geq 1$.	
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, <u>maxima, and minima.</u> ****	
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, <u>identifying zeros when suitable factorizations are available, and showing end behavior.</u>	
F-IF.C.7d	Graph rational functions, <u>identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</u>	
F-IF.C.7e	Graph exponential and logarithmic functions, <u>showing intercepts and end behavior,</u> 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	
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 d are 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 $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ 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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.****	
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 $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ 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 $(x - p)^2 = q$ that 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 $a \pm bi$ 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 $x^2 + y^2 = 3$. ****	
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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ 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; 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-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 that 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.	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 $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	
N-CN.A2	Use the relation $i^2 = -1$ 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 $x^2 + 4$ 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 $A = \frac{1}{2} ab \sin(C)$ 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, $\sqrt{3}$) 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	Statistics 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 B occurring 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.				P
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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	Statistics 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 $A = \frac{1}{2} ab \sin(C)$ 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 $(1, \sqrt{3})$ 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	Statistics 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 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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	Statistics 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 $A = \frac{1}{2} ab \sin(C)$ 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 $(1, \sqrt{3})$ 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	Statistics 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 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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	Statistics 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 $A = \frac{1}{2} ab \sin(C)$ 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 $(1, \sqrt{3})$ 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	Statistics 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 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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	Statistics 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 $A = \frac{1}{2} ab \sin(C)$ 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 $(1, \sqrt{3})$ 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	Statistics 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 B occurring 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 $P(A \text{ and } B)/P(B)$, 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, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	P
S.CP.B8	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, 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	Statistics 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



2019-20 Quarterly Pacing Guide

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

2019-20 Quarterly Pacing Guide

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				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:	4	4	4	6
	Review Standards:	0	0	0	0



2019-20 Quarterly Pacing Guide

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	1
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	1
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	1
	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	1
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	1
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	1
	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	1
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	1
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	1
	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
		Review Standards:	0	5	3



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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		

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		
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P	
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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		
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		
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	
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	P
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I	P
I	P
I	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	1	1
		New Standards: 4	5
		Review Standards: 0	0

I	P
8	9
0	0



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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	
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	

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	1
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	1
	New Standards:	4
	Review Standards:	0



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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	
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	

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	1
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	1
	New Standards:	5
	Review Standards:	0



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	1
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	1
	New Standards:	8
	Review Standards:	0



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		

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		
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		
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		
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		

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	New Standards:	6	5
	Review Standards:	0	0

4	8
0	0



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		

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		
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		
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		
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		

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	New Standards:	6	5
	Review Standards:	0	0

4	8
0	0



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	
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	
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	
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	

	New Standards:	5
	Review Standards:	0



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	
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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	

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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



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	

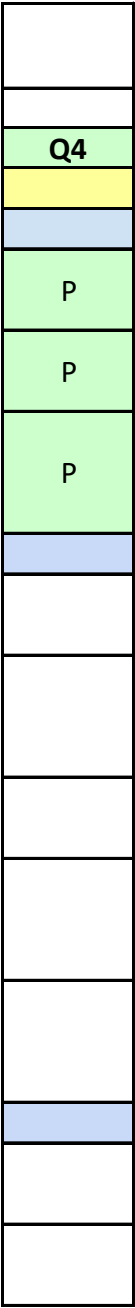
SCI.MS.SFIP	Structure, Function, and Information Processing	
SCI.MS.LS1.1	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells	
SCI.MS.LS1.2	Develop and use a model to describe the function of a cell as a whole 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

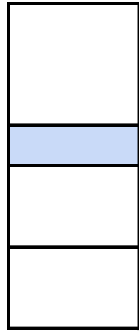


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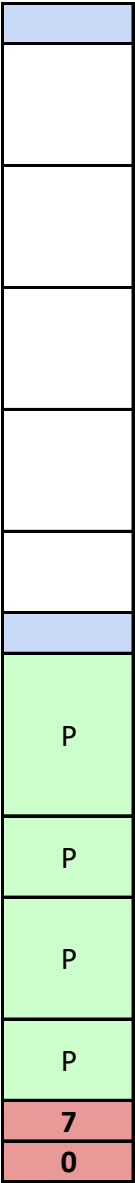
8	Eighth Grade	Q1	Q2	Q3
SCI.MS	Science			
SCI.MS.HI	Human Impacts			
SCI.MS.ESS3.2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects	I	I	I
SCI.MS.ESS3.3	Apply scientific principles to design a method 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	



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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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	1
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	1
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	1
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	1
	New Standards:	5
	Review Standards:	0



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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	1
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	1
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	1
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	1
	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	
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.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 molecular-level 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



2019- 2020 Quarterly Pacing Guide

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 molecular-level 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 molecular-level 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 molecular-level 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 molecular-level 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.	1
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 Spatial 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 in 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 Discourse, 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 Spatial 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.	
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.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 Spatial 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.	
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.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 Spatial 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 Spatial 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 Spatial 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 Discourse, 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 Spatial 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 Discourse, 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 Spatial 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 Discourse, 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 Spatial 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 Discourse, 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 Spatial 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 Discourse, 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?)				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?).			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.	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 Spatial 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 Michigan'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 Discourse, 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?)	
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	
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.	
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	
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).	
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.	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 Spatial 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 Michigan'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 Discourse, 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.	1
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.	1
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.	1
4 - P4.2.2	Participate in projects to help or inform others.	1
	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?)	
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	
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.	
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	
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).	
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.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).	
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.G	Geography	
4.G1	The World in Spatial 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 Michigan'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 Discourse, 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.	
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.	
	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?)	
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	
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.	
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	
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).	
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.	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 Spatial 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)	
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 Michigan'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 Discourse, 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.	
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.	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?).	
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.G	Geography	
4.G1	The World in Spatial 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)	
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 Michigan'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 Discourse, 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 impact 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 Discourse, 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 impact 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.	
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)	
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 Discourse, 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.	1
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.	1
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 impact 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)	
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)	
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 Discourse, 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.	
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:	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 impact 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 Discourse, 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 impact 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 Discourse, 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 Spatial Term Terms: Geographical Habits of Mind				
6.G1.1	Spatial 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	<p>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.</p> <ul style="list-style-type: none"> • 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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6th grade	Social Studies Content Expectations	Q1
6.G1	The World in Spatial Term Terms: Geographical Habits of Mind	
6.G1.1	Spatial 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. <ul style="list-style-type: none"> 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

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6th grade	Social Studies Content Expectations	Q2
6.G1	The World in Spatial Term Terms: Geographical Habits of Mind	
6.G1.1	Spatial 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. <ul style="list-style-type: none"> 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

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6th grade	Social Studies Content Expectations	Q3
6.G1	The World in Spatial Term Terms: Geographical Habits of Mind	
6.G1.1	Spatial 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.	
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.	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).	
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.	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	<p>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.</p> <ul style="list-style-type: none"> 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

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6th grade	Social Studies Content Expectations	Q4
6.G1	The World in Spatial Term Terms: Geographical Habits of Mind	
6.G1.1	Spatial 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. <ul style="list-style-type: none"> 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

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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 <ul style="list-style-type: none"> • 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 - Expanding 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		
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	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		
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		
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		
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. <ul style="list-style-type: none"> 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., Yangtze, 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 <ul style="list-style-type: none"> • 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 - Expanding 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.	l
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	
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.	
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	
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.	
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	<p>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.</p> <ul style="list-style-type: none"> 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.	
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).	
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.	
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	
7 – H1.2.6	Identify the role of the individual in history and the significance of one person’s ideas.	
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).	
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	
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., Yangtze, 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 <ul style="list-style-type: none"> • 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 - Expanding 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> 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., Yangtze, 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 <ul style="list-style-type: none"> • 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)	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 - Expanding 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.	
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	<p>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.</p> <ul style="list-style-type: none"> 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., Yangtze, 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 <ul style="list-style-type: none"> • 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 - Expanding 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> 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.F.1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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.F.1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. (C2) 	P			
8.F.1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> 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.F.1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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.F.1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. (C2) 	P
8.F.1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of <ul style="list-style-type: none"> 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	<p>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</p> <ul style="list-style-type: none"> • 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 <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p>	
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	
8 – U4.2.3	<p>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)	
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	<p>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)	
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. <ul style="list-style-type: none"> • 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.F.1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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.F.1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. (C2) 	
8.F.1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of <ul style="list-style-type: none"> 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	<p>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</p> <ul style="list-style-type: none"> • 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 <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p>	
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	
8 – U4.2.3	<p>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)	
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	<p>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)	
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. <ul style="list-style-type: none"> 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.F.1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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.F.1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. (C2) 	
8.F.1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of <ul style="list-style-type: none"> 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	<p>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</p> <ul style="list-style-type: none"> • 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 <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p>	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	<p>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)	
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	<p>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>	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.	
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. <ul style="list-style-type: none"> • 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	Q4
8.F	Foundations in the United States History and Geography Eras 1 - 3	
8.F.1	Political and Intellectual Transformations	
8.F.1.1	Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing <ul style="list-style-type: none"> 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.F.1.2	Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> colonists' views of government their reasons for separating from Great Britain. (C2) 	
8.F.1.3	Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of <ul style="list-style-type: none"> 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	<p>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</p> <ul style="list-style-type: none"> • 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 <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p>	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	<p>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>	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	<p>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)	
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. <ul style="list-style-type: none"> 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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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 influence 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 influence 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 influence of public opinion on public policy.	P			
C 3.5.6	Explain the significance 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, conflicts 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 film). (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 office).		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 - <i>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?</i>				
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 - <i>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?</i>				
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 - <i>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?</i>				
C 6.1.1	Identify and research various viewpoints on significant public policy issues.		P		

C 6.1.2	Locate, analyze, and use various forms of evidence, information, and sources about a significant 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 fulfilled 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 officials, 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, reflect 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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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 influence 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 influence 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 influence of public opinion on public policy.

Explain the significance 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., Spanish American 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, conflicts 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 film). (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 office).

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

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 significant public policy issues.

Locate, analyze, and use various forms of evidence, information, and sources about a significant 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 fulfilled 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 officials, 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, reflect 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.

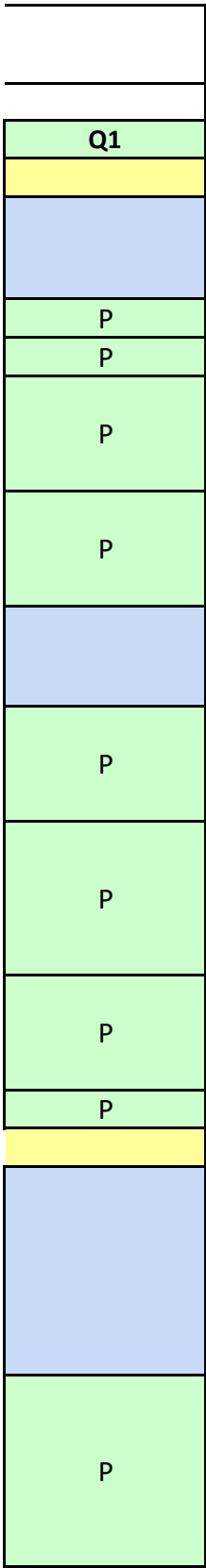
Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry

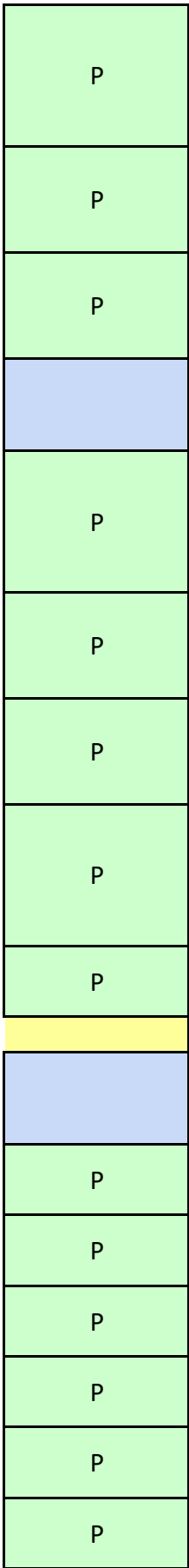
Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.

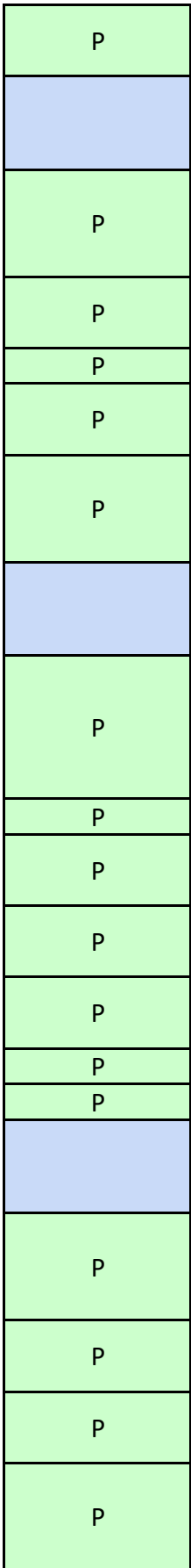
Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

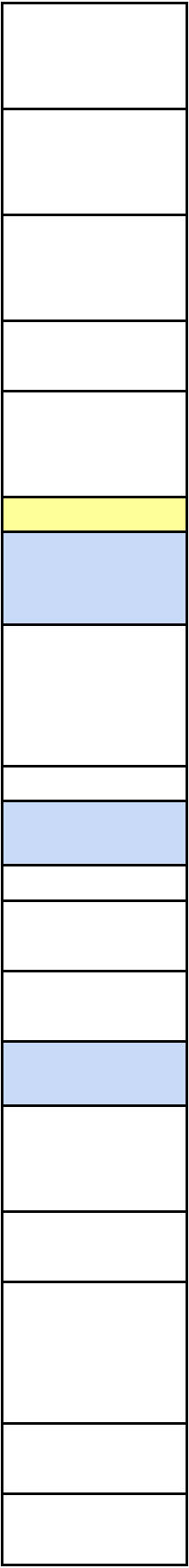
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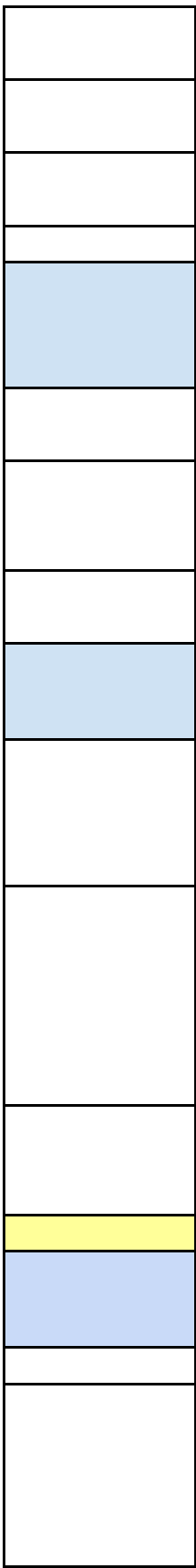
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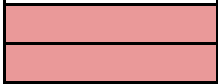
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Civics (C)

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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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?*

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Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).

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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 influence 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 influence of public opinion on public policy.

Explain the significance 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., Spanish American 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, conflicts 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 film). (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

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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 office).

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 - <i>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?</i>
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 - <i>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?</i>
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
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Civic Inquiry and Public Discourse - <i>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?</i>
Identify and research various viewpoints on significant public policy issues.
Locate, analyze, and use various forms of evidence, information, and sources about a significant 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).

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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 fulfilled 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 officials, 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.

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Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

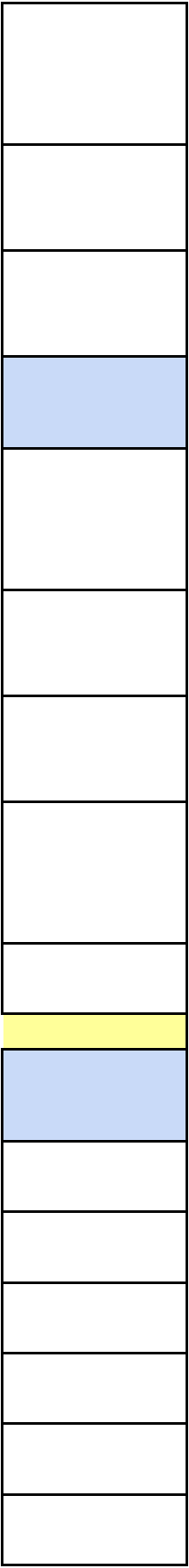
Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry

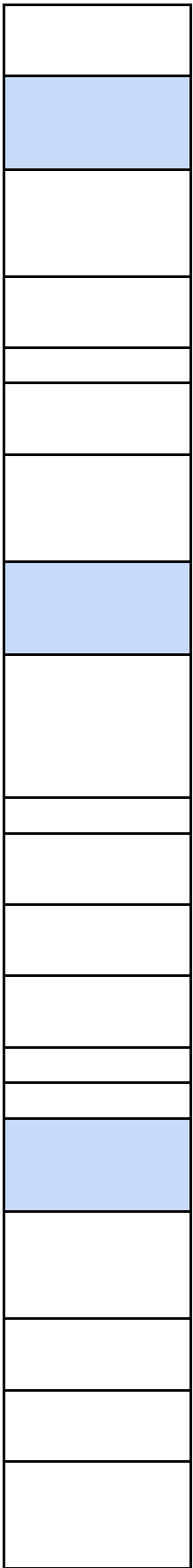
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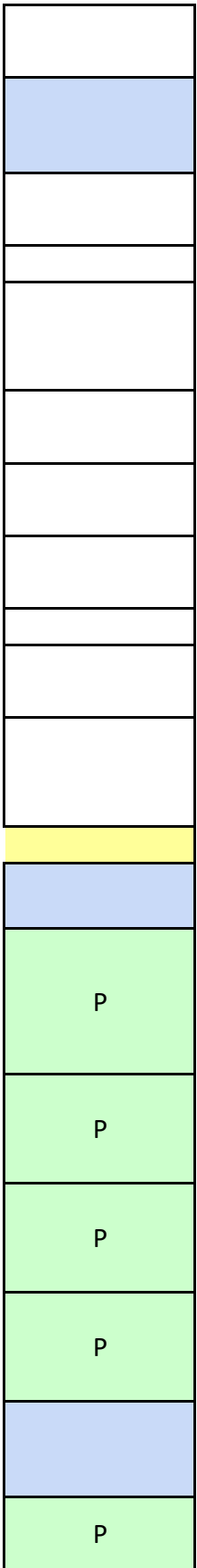
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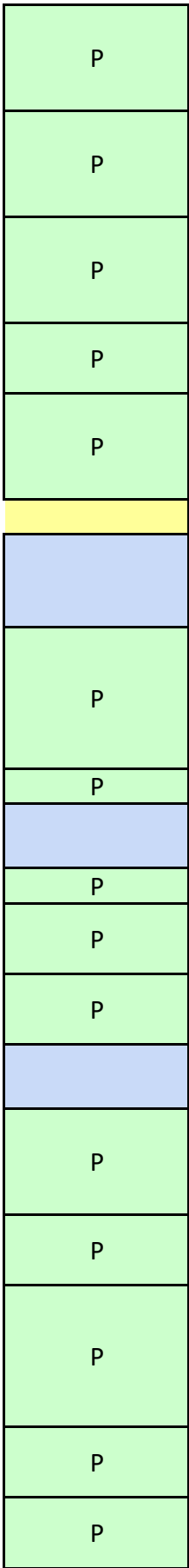
New Standards:

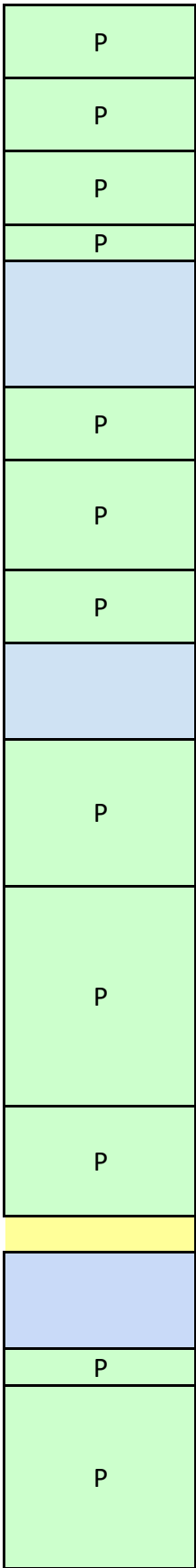
Review Standards:











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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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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 influence 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 influence 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 influence of public opinion on public policy.

Explain the significance 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., Spanish American 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, conflicts 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 film). (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?

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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 office).

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Use examples to explain why rights are not unlimited and absolute.

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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 significant public policy issues.

Locate, analyze, and use various forms of evidence, information, and sources about a significant 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 fulfilled 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 officials, 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, reflect 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:

High School
C-1
C 1.1
C 1.1.1
C 1.1.2
C 1.1.3
C 1.1.4
C 1.2
C 1.2.1
C 1.2.2
C 1.2.3
C 1.2.4
C-2
C 2.1
C 2.1.1

C 2.1.2
C 2.1.3
C 2.1.4
C 2.2
C 2.2.1
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C 2.2.3
C 2.2.4
C 2.2.5
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C 3.1.6

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C 3.4.4

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C 3.5
C 3.5.1
C 3.5.2
C 3.5.3
C 3.5.4
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C 3.5.6
C 3.5.7
C 3.5.8
C 3.5.9
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C 5.4.2
C 5.4.3
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C 5.5.3
C 6
C 6.1
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C 6.1.2

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C 6.1.4
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C 6.2
C 6.2.1
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C 6.2.10
C 6.2.11

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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 conflicts, 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 defining 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, Mayflower 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 significance 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 reflected 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 modifications to American constitutional government as a result of significant 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 reflection 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 conflicts 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 specific 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 specific 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 influence 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 influence 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 influence of public opinion on public policy.

Explain the significance 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., Spanish American 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, conflicts 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 film). (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 office).

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

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 significant public policy issues.

Locate, analyze, and use various forms of evidence, information, and sources about a significant 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 fulfilled 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 officials, 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, reflect 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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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	
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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	
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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	
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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 reflected 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 least 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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**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 reflected 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’s 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 least 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.

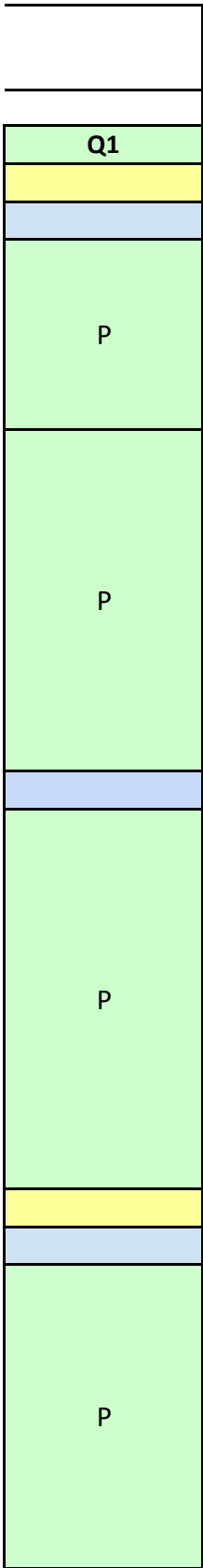
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)

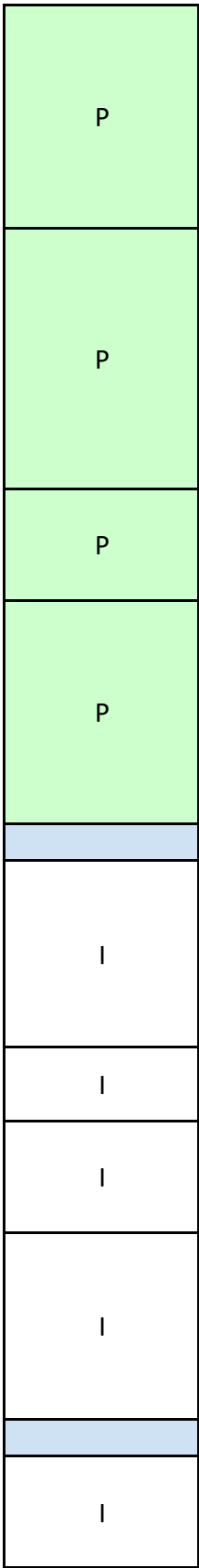
Policy Debates

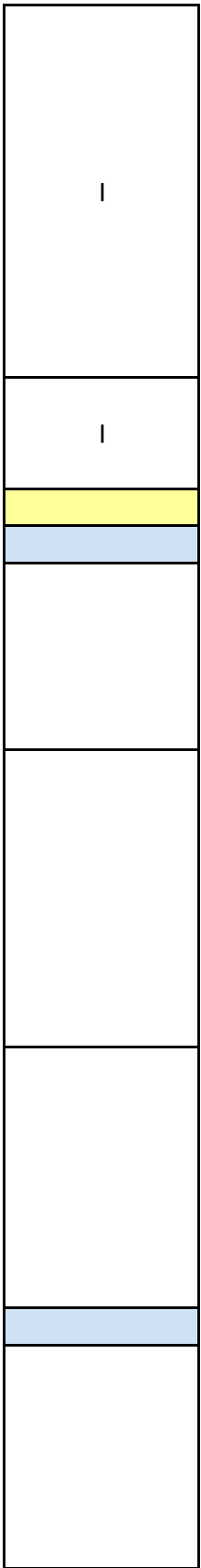
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)

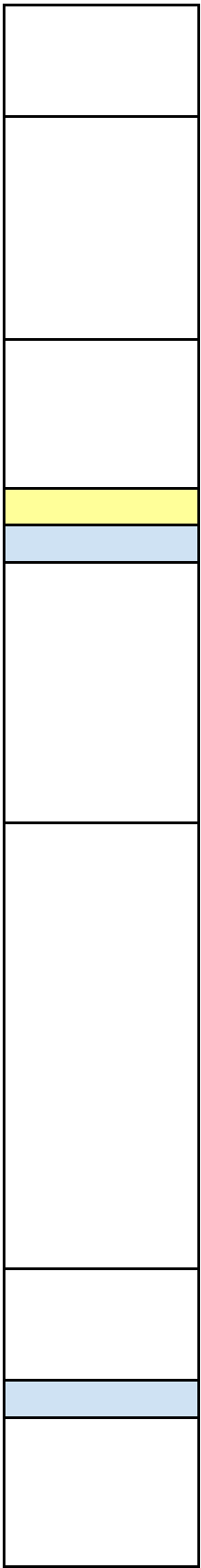
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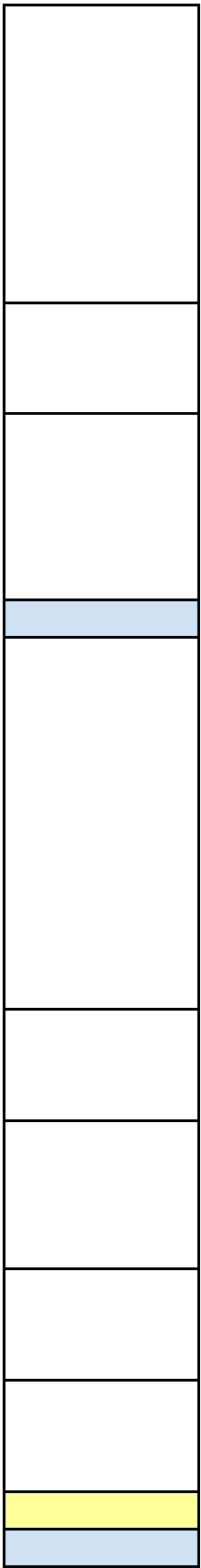
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**2019-20 Quarterly Pacing Guide****United States History and Geography (USH) HSCEs****Foundational Issues in USHG – ERAS 1 – 5****Political and Intellectual Transformations of America to 1877**

Identify the core ideals of American society as reflected 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’s 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 least 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. 209)

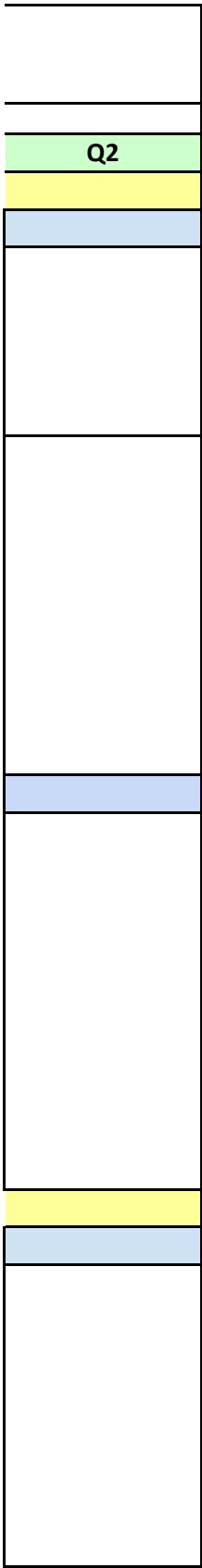
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)

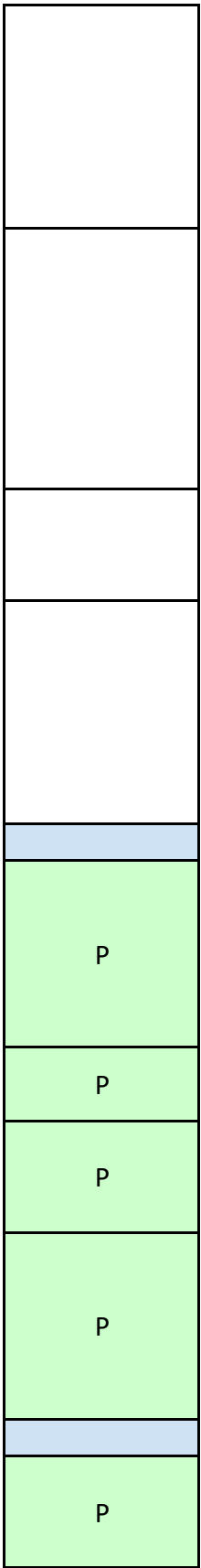
Policy Debates

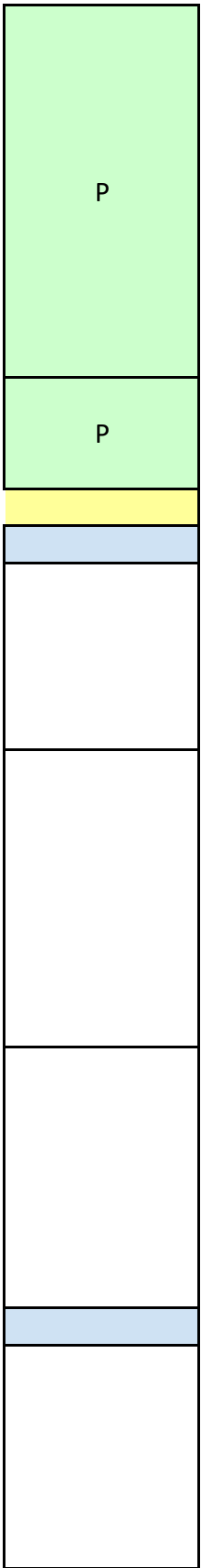
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)

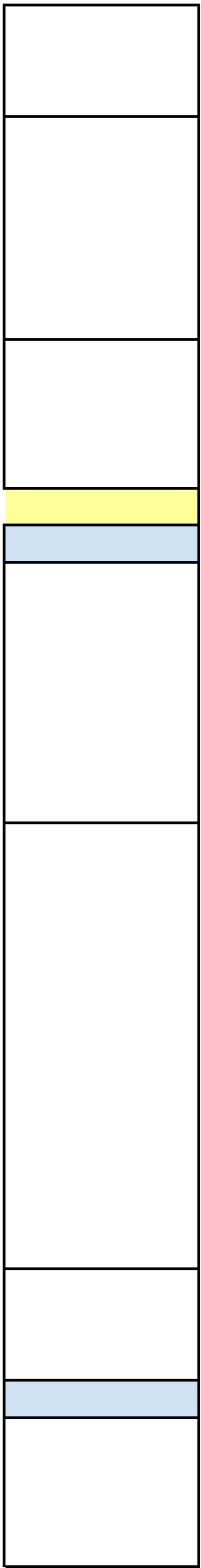
New Standards:

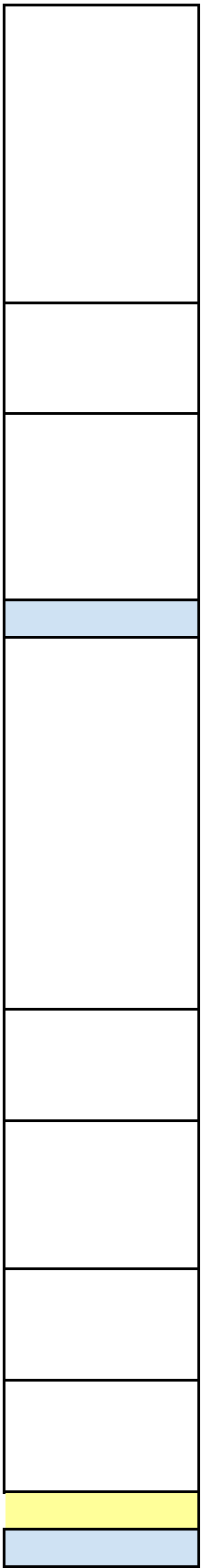
Review Standards:











High School
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USHG-F1.1
USHG-F1.2
USHG-F2
USHG-F2.1
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USH6.1
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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 reflected 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’s 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 least 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. 209)

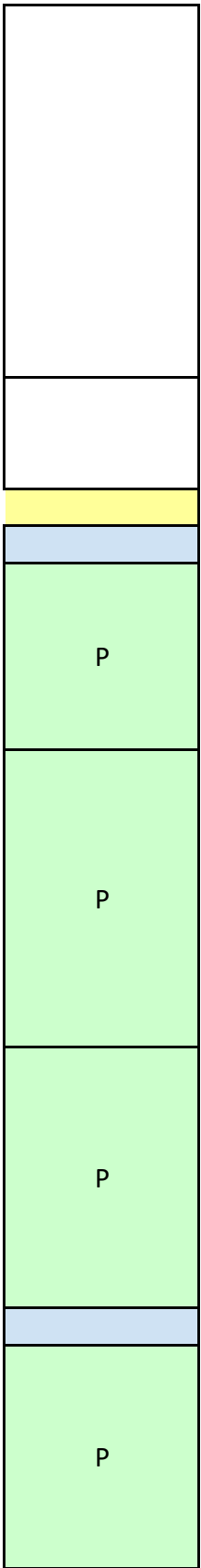
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)

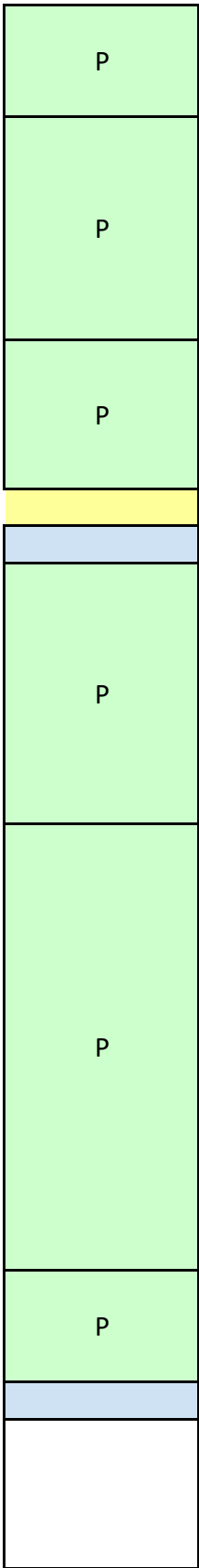
Policy Debates

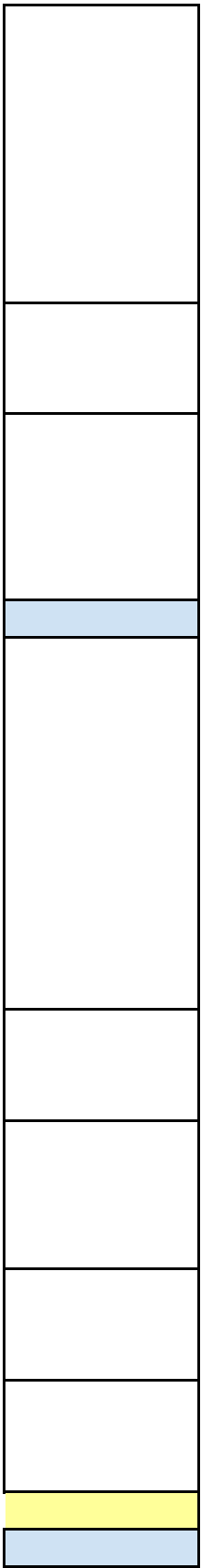
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)

New Standards:

Review Standards:







High School
USHG-F
USHG-F1
USHG-F1.1
USHG-F1.2
USHG-F2
USHG-F2.1
USH6
USH6.1
USH6.1.1

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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 reflected 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’s 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 least 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. 209)

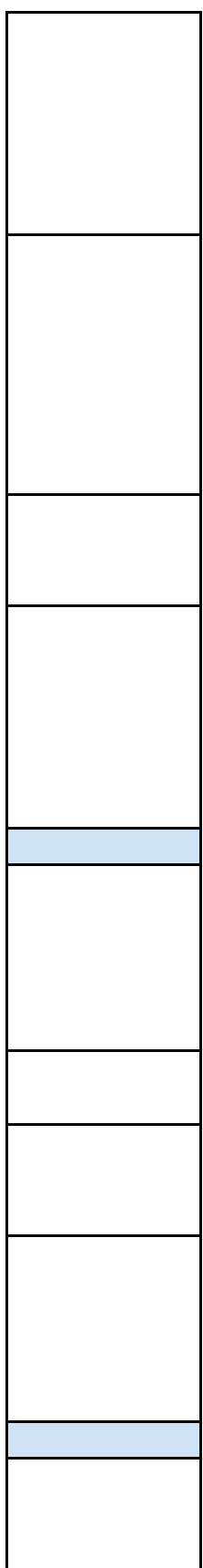
9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, (NATO). (National Geography Standard 13, p. 210)

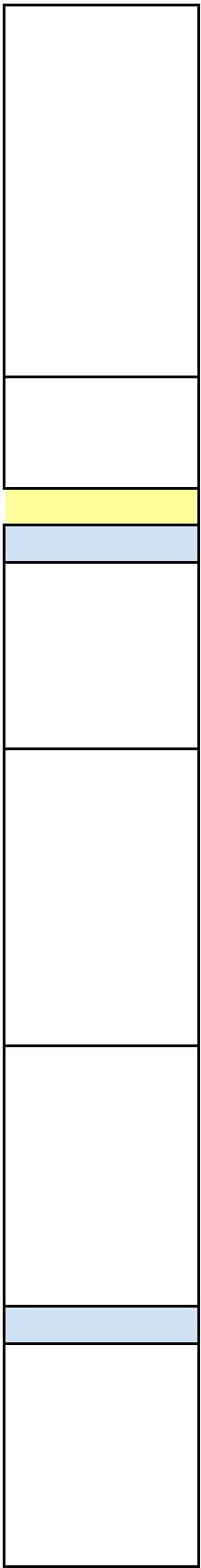
Policy Debates

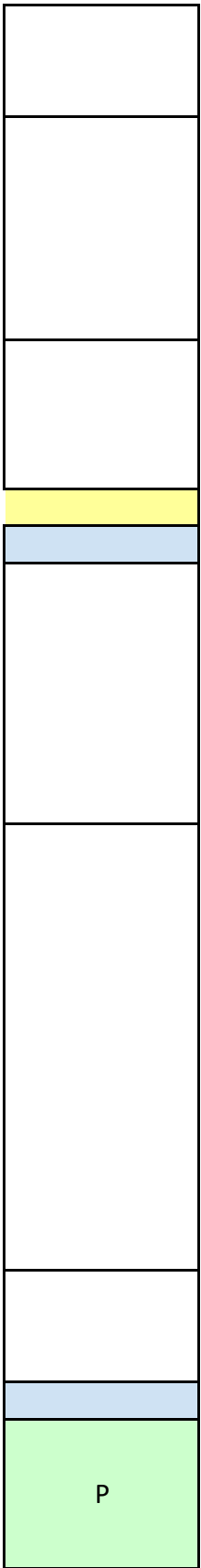
Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles including: role of the United States in the world, national economic policy, welfare policy, energy policy, health care, education and civil rights (National Geography Standard 17, p. 216)

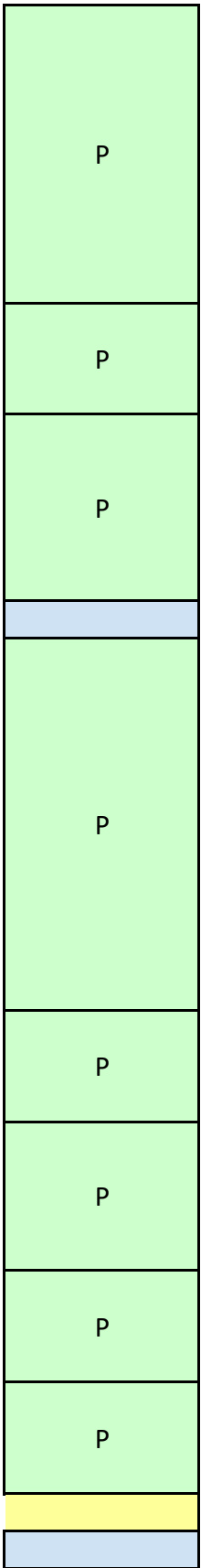
New Standards:

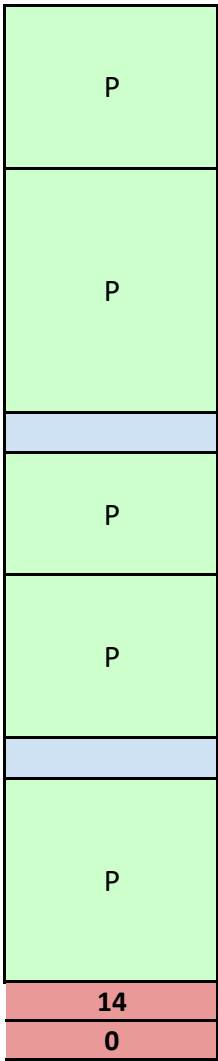
Review Standards:













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 conflicts, 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 Geography 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, manorialism, 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	<p>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>		P		
WHG5.2.2	<p>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>		P		
WHG5.3	<p>Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century</p>				
WHG5.3.1	<p>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>		P		
WHG5.3.2	<p>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>		P		
WHG5.3.3	<p>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>		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 economic 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 Conflicts, 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



2019-20 Quarterly Pacing Guide

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 conflicts, 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 Geography 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	<p>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	<p>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	<p>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	<p>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	<p>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)		
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 economic 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 Conflicts, 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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WHG8.2.3



**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 conflicts, 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 Geography 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, manorialism, 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 economic 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 Conflicts, 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

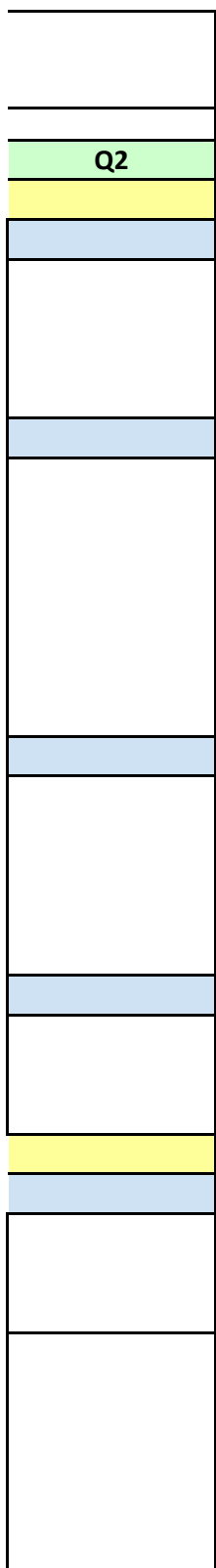
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

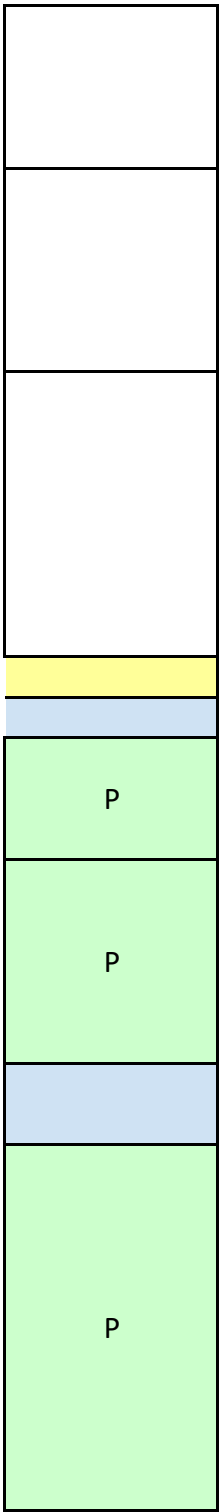
Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)

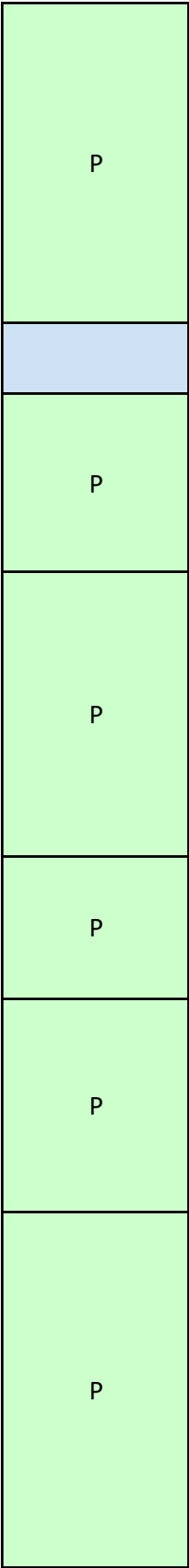
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)

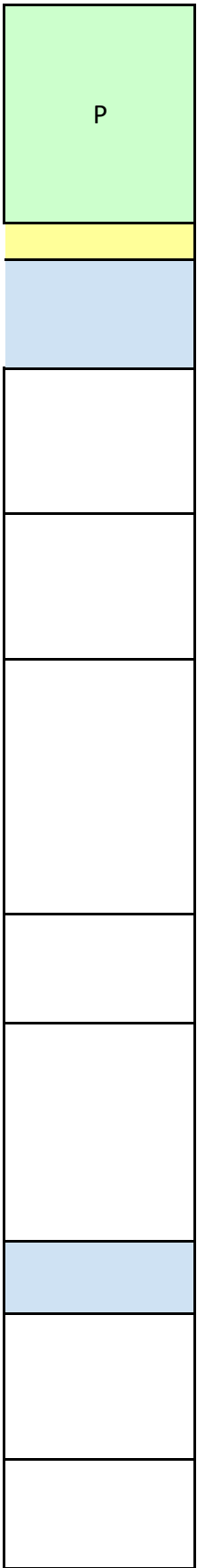
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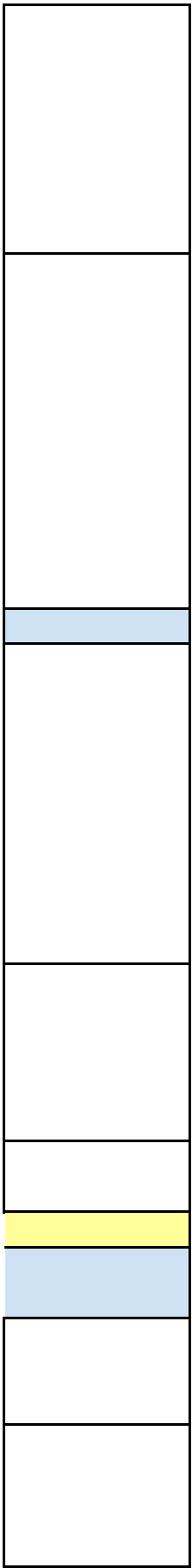
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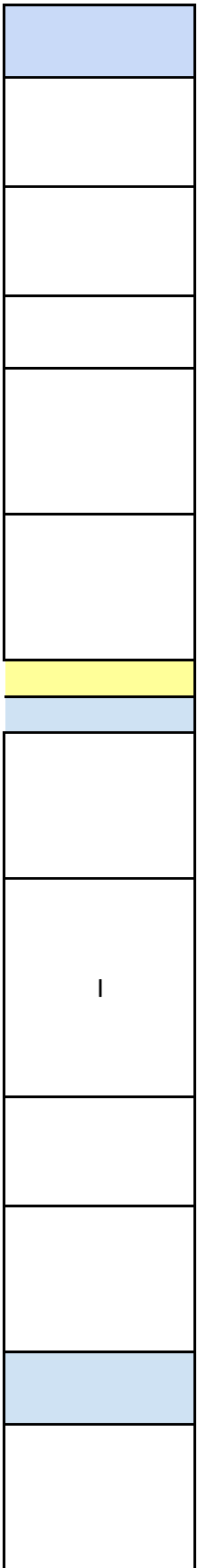












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**2019-20 Quarterly Pacing Guide****World History and Geography (WHG) HSCEs****Foundations in WHG Eras 1 - 3****World Historical and Geographical “Habits of Mind” and Central Concepts**

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 conflicts, 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 Geography 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, manorialism, 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 economic 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 Conflicts, 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

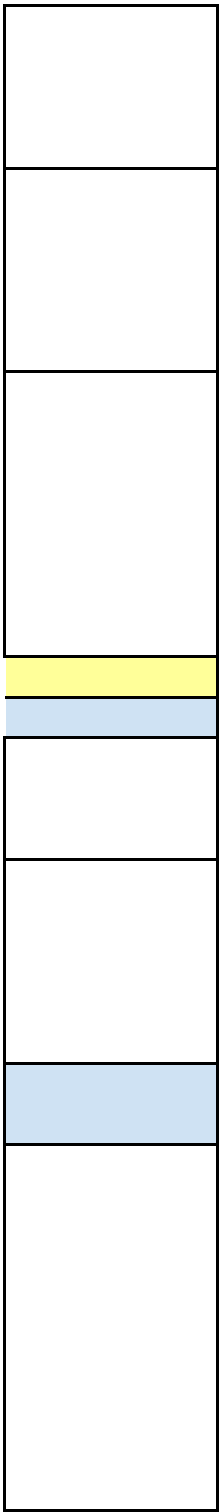
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

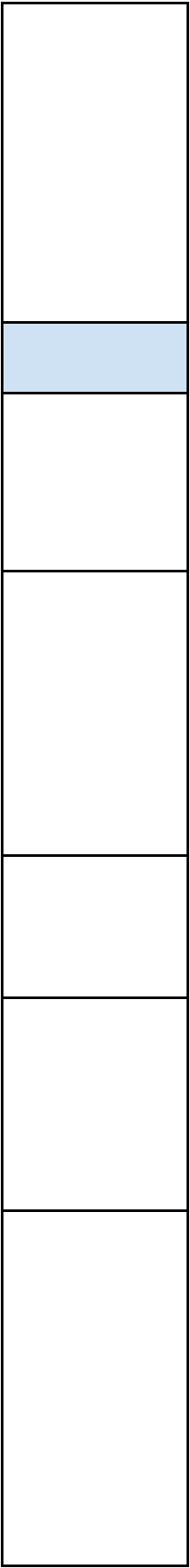
Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)

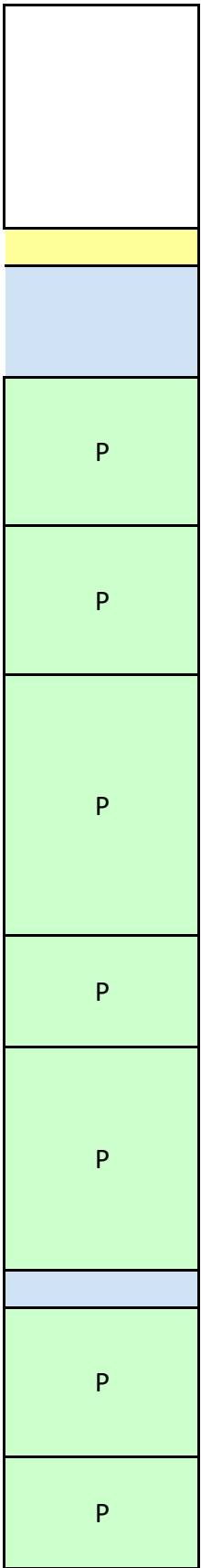
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)

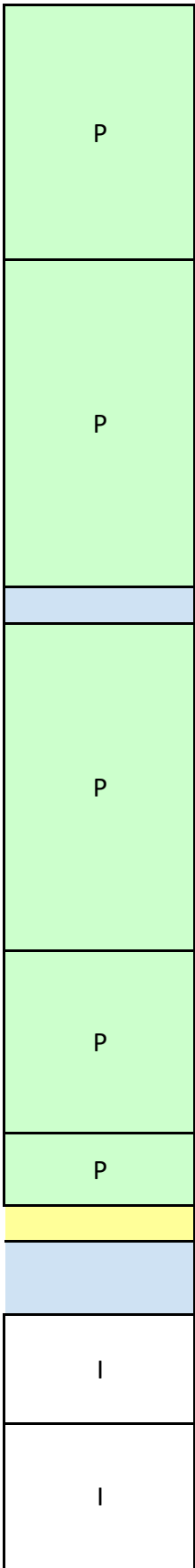
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WHG6

WHG6.1

WHG6.1.1

WHG6.1.2

WHG6.1.3

WHG6.1.4

WHG6.1.5

WHG6.2

WHG6.2.1

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WHG7

WHG7.1

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WHG8.2.3



**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 conflicts, 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 Geography 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 economic 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 Conflicts, 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

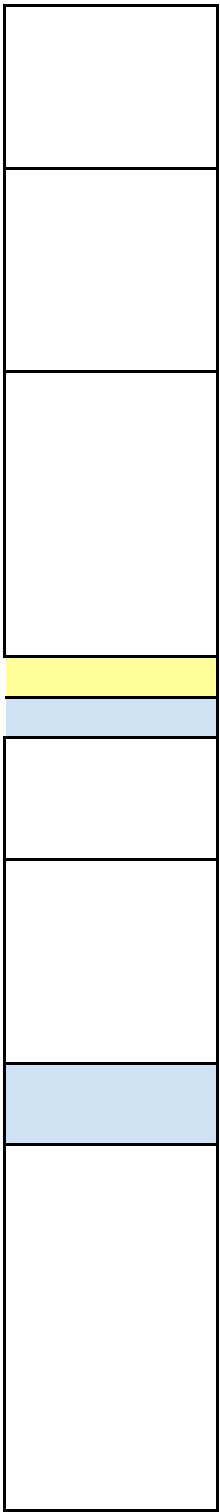
The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural). (National Geography Standards 11 and 16, pp. 206 and 216)

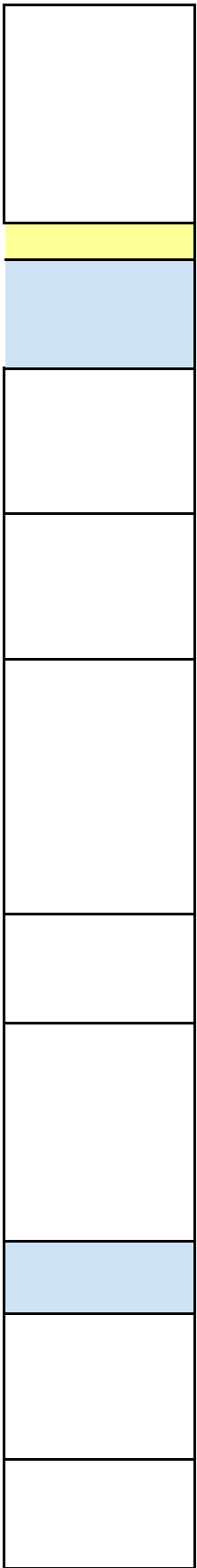
Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standard 13 and 17, pp. 210 and 219)

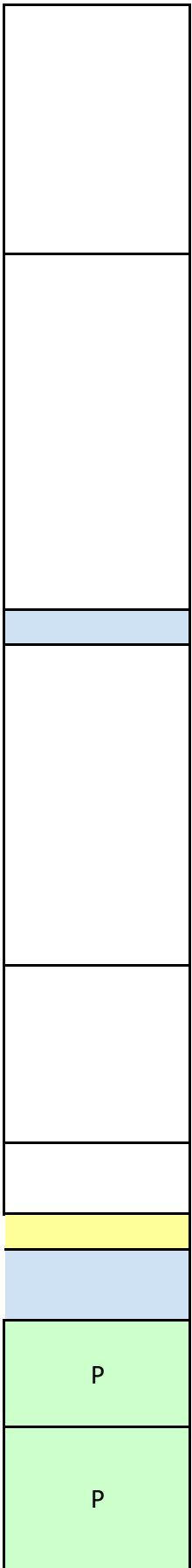
Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)

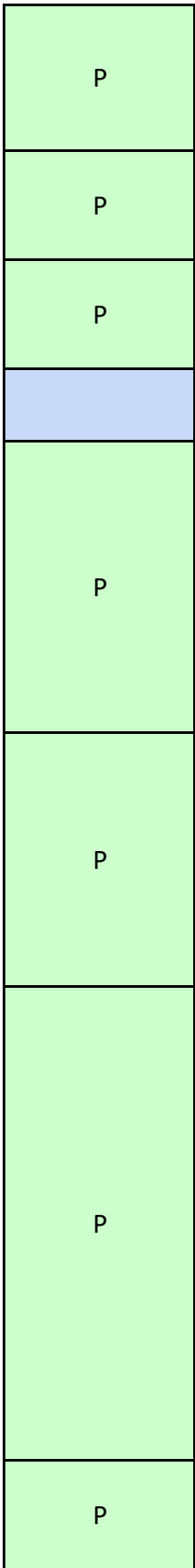
New Standards:

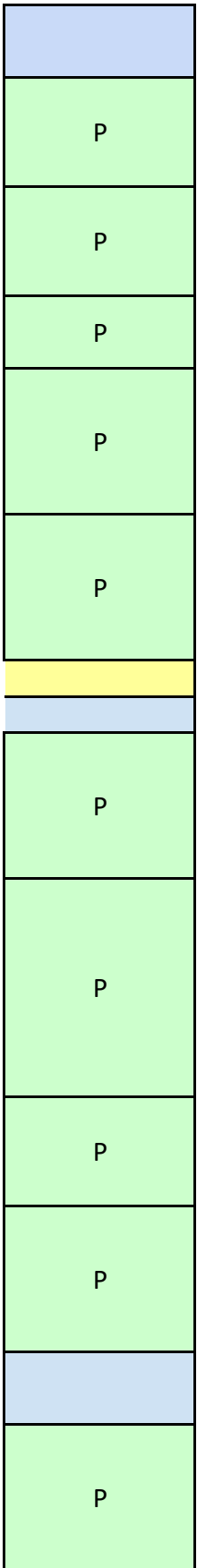
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SECTION e
Method of Pupil Assessment

METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article IV, Section 6.5, and the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments in accordance with the requirements detailed in the Master Calendar of Reporting Requirements annually issued by the Eastern Michigan University Charter Schools Office (“CSO”).

The Academy shall authorize the CSO to have access to the Academy’s Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy’s state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments to Be Administered:

Grade(s)	Academic Assessments
K-12	Assessments identified in Schedule 7b including all state and authorizer mandated assessments.

SECTION f
Application and Enrollment of Students

APPLICATION AND ENROLLMENT OF STUDENTS

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.6, the Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer kindergarten through twelfth grade. The maximum enrollment shall be 700 students. The Academy will annually adopt yearly enrollment caps, subject to the maximum enrollment limitation, prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils, or to a child of a person who is employed by or at the public school academy or who is on the board of directors of the public school academy.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

The Academy may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.

- A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority, if all of the following requirements are met:

- A. Each public school that enters into the matriculation agreement remains a separate and independent public school.

- B. The Academy shall select at least 5% of its pupils for enrollment using a random selection process.

- C. The matriculation agreement allows any pupil who was enrolled at any time during elementary school in a public school that is party to the matriculation agreement and who was not expelled from the public school to enroll in the public school academy giving enrollment priority under the matriculation agreement.

- A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

Matriculation Agreement

- The Academy Board may enter into a matriculation agreement with another public school academy pursuant to section 504(4) of the Revised School Code.

- However, before the Academy Board approves a matriculation agreement, the Academy shall provide a draft copy of the agreement to the Eastern Michigan University Charter Schools Office (“CSO”) for review.

- Any matriculation agreement entered into by the Academy shall be added to this Schedule 7f through a contract amendment approved in accordance with this Contract.

- Until the matriculation agreement is incorporated into this Contract, the Academy is prohibited from granting an enrollment priority to any student pursuant to that matriculation agreement.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list

shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.

- At a minimum, the legal notice or advertisement must include:

- A. The process and/or location(s) for requesting and submitting applications.
- B. The beginning date and the ending date of the application period.
- C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.

- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.

- An applicant on the waiting list at the time a new application period begins must reapply as a new student.

- After collecting the parent or guardian responses, the Academy must determine the following:

- A. The number of students who have re-enrolled per grade or grouping level.
- B. The number of siblings seeking admission for the upcoming academic year per grade.
- C. If space is unavailable, the Academy must develop a waiting list for siblings of reenrolled students.
- D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

- A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:
 - A. Establish written procedures for conducting a random selection drawing.
 - B. Establish the maximum number of spaces available per grade or grouping level.
 - C. Establish the date, time, place and person to conduct the random selection drawing.
 - D. Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.
- The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:
 - A. Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
 - B. Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

SECTION g
School Calendar and School Day Schedule

SCHOOL CALENDAR AND SCHOOL DAY SCHEDULE

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.7, the Academy shall comply with the school calendar and school day schedule requirements identified in this schedule.

School Calendar

The Academy's school calendar shall comply with Sections 1175, 1284 and 1284a, if applicable, of the Code. The Academy's school calendar shall also comply with the minimum requirements set forth in Section 101 of the School Aid Act of 1979 (MCL 388.1701). The Academy Board must submit a copy of the Academy's school calendar to the CSO upon Academy Board approval.

School Day Schedule

The Academy Board must structure the Academy's school day schedule to meet the required number of instructional days and hours. The Academy Board must submit the school day schedule to the CSO prior to the commencement of each academic year.

SECTION h
Age and/or Grade Range of Pupils

AGE OR GRADE RANGE FOR PUPILS TO BE ENROLLED

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.8, the Academy shall comply with the age or grade ranges as stated in this schedule.

The Academy will enroll students in kindergarten through twelfth grade. The Academy may add grades through the charter contract amendment process.