

SECTION d
Curriculum

2018-19 Quarterly Pacing Guide

6	Sixth Grade	Q1	Q2	Q3	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	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	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			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 data 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				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	I	I	I	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	I	I	I	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	I	I	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	I	I	I	P
	New Standards:	4	5	8	9
	Review Standards:	0	0	0	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				

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6th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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				

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6th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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	

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6th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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

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6th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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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7	Seventh Grade	Q1	Q2	Q3	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	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			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				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	I	I	I	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	I	I	I	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	I	I	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	I	I	I	P
	New Standards:	6	5	4	8
	Review Standards:	0	0	0	0

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
7.H1	The World in Temporal Terms: Historical Habits of Mind				
7.H1.1	Temporal Thinking				
7 – H1.1.1	Compare and contrast several different calendar systems used in the past and present and their cultural significance.	I	I	P	R
7.H1.2	Historical Inquiry and Analysis				
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	I	I	P	R
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	I	I	P	R
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	I	I	P	R
7 – H1.2.4	Compare and evaluate differing historical perspectives based on evidence.	I	I	P	R
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	I	I	P	R
7 – H1.2.6	Identify the role of the individual in history and the significance of one person’s ideas.	I	I	P	R
7.H1.4	Historical Understanding				
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (e.g., political, economic, religion/ belief, science/technology, written language, education, family).	I	I	I	P
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	I	I	P	R
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	I	I	P	R
7.W1	WHG Era 1 - The Beginnings of Human Society: Beginnings to 4000 B.C.E/B.C				
7.W1.1	Peopling of Earth				
7 – W1.1.1	Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G)	P			
7 – W1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic societies.	P			
7.W1.2	Agricultural Revolution				
7 – W1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	P			
7 – W1.2.2	Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). (G)	P			

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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) 		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	

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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: <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	P

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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: <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.	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				

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7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
7 – C1.1.1	Compare and contrast principles and competing ideas about the purposes of government in historical societies.			I	P
7 – C1.1.2	Examine what it has meant to be a citizen in the era under study			I	P
7.C3	Structure and Functions of Government				
7.C3.6	Characteristics of Nation-States				
7 – C3.6.1	Define the characteristics and major activities of a nation-state in the eras under study.			I	P
7 – C3.6.2	Compare and contrast various forms of government in the eras under study.			I	P
7.C4	Relationship of United States to Other Nations and World Affairs				
7.C4.3	Conflict and Cooperation Between and Among Nations				
7 – C4.3.1	Explain how governmental systems addressed issues and formed policies throughout history and how those policies may not be consistent with our views on similar issues today.		I	P	P
7 – C4.3.2	Analyze the impact of laws and treaties on the maintenance of order in the eras under study	I	I	I	P
7E.2	The National Economy				
7E2.3	Role of Government				
7 – E2.3.1	Explain how governments during the eras under study made decisions that impacted the economy of that society and other societies.	I	P	P	P
7.E3	The International Economy				
7.E3.1	Economic Interdependence				
7 – E3.1.1	Explain some of the economic, social and political factors influencing the movement of people among regions during the eras under study	I	P	P	P
7.E3.3	Economic Systems				
7 – E3.3.1	Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.	I	P	P	P
7.P3, 7.P4	Public Discourse, Decision Making, and Citizen Involvement				
7.P3.1	Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement				
7 – P3.1.1	Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives and generate and evaluate alternative resolutions. <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				

2018-19 Quarterly Pacing Guide

7th grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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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8	Eighth Grade	Q1	Q2	Q3	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	I	I	I	P
SCI.MS.ESS3.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	I	I	I	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	I	I	I	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	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	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	I	I	I	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	I	I	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	I	I	I	P	
		New Standards:	5	5	5	7

		Review Standards:	0	0	0	0
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2018-19 Quarterly Pacing Guide

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			



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8th Grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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				



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8th Grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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	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	<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>		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	<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>		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)				



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8th Grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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



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8th Grade	Social Studies Content Expectations	Q1	Q2	Q3	Q4
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



School:

THE LEONA GROUP 2017-18

Curriculum - What Do We Teach?

Curriculum Name

Highlight yes or no in bright pink, please

We use KC4/Curriculum Crafter.

YES

NO

*If NO, answer below

We use Atlas Rubicon & NY Engage. Also TLG Curr. Docs

*We monitor curriculum through lesson plans, observations, and assessment data.

Resources To Support the Curriculum

Resources	MATH	ELA	Spanish	SCIENCE	SOCIAL STUDIES
PROGRAM/TEXT	<i>Ex. Singapore Math</i>	<i>Houghton Mifflin</i>	<i>Step Up to Writing</i>	<i>Foss</i>	<i>Houghton Mifflin</i>
GRADE LEVEL	<i>K-3</i>	<i>K-8</i>	<i>1-5</i>	<i>K-5</i>	<i>9-12</i>
PROGRAM/TEXT	Prentice Hall	Follett - Novels/ Prentice Hall	Holt McDougal	Pearson/Google Classroom	McGraw Hill
GRADE LEVEL	6th -12th	6th - 12th	9th- 12th	6th - 12th	6th - 12th
PROGRAM/TEXT	Literature of Genre	Entrepreneurship	U.S. Ethnic Studies		
GRADE LEVEL	9-12	9-12	9-12		
PROGRAM/TEXT	Novels - Dover	Holt McDougal	Atlas Rubicon		
PROGRAM/TEXT					
GRADE LEVEL					
PROGRAM/TEXT					
GRADE LEVEL					
PROGRAM/TEXT					



School:

THE LEONA GROUP 2017-18

Curriculum - What Do We Teach?

GRADE LEVEL					
PROGRAM/TEXT					
GRADE LEVEL					
PROGRAM/TEXT					
GRADE LEVEL					

Maps and Pacing Guides

Highlight selection cell in bright pink, please

MAPS

Are you using TLG created ELA & Math MAPS?

YES

NO

If you are using other MAPS, please place in Google Drive folder, and include all grade levels.

Will place in folder

When?

10-6-17

MAPS for Science and Social Studies, please place in Google Drive folder, all grade levels

Will place in folder

When?

10-6-17

Highlight selection cell in bright pink, please

PACING



School:

THE LEONA GROUP 2017-18

Curriculum - What Do We Teach?

PACING guides place in Google Drive Folder for all subjects and grade levels

Will place in folder

When?

9-29-17

Notes:

First quarter pacing guide.

Planning Time

Highlight selection cell in bright pink, please

Teachers have scheduled Planning Time?

YES

NO

Is there Common Planning time?

Yes

Amount /Frequency: (e.g. 50 min/2X wk)

Everyday - 50 mins

Is there time for collaboration between General and Special Education?

When?

Teachers have a prep each day (50 min, HS, 30 Min MS) and they have common lunch periods with departments to plan (30 min). Additionally on Fridays during early dismissal (2pm)



2017-18 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.		I		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 (Exp & Poly)	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 $y = (1.2)^t$, $y = (0.97)^t$, $y = (1.1)12^t$, $y = (1.2)^t/10$, 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 $(1.151/12)^{12t} \approx 1.121^{12t}$ 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	17	19
	Review Standards:		6	14	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, and simple rational and exponential functions.</u> ****	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



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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)	



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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	Graph exponential and logarithmic functions, showing intercepts and end behavior, <u>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			



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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 $abct = d$ 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.				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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			



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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	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.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				



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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.****	P		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			



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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	



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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		



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High School	Algebra II CCSS	Q1	Q2	Q3	Q4
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	16	8	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 covered in Alg. 2 and the rest was in Alg. 1. Any standard that does not have a "P" or "I" for any of the quarters, it is assumed that student have mastered it in Algebra 1. RtI, MTSS, Scaffolding would be used to cover those.

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HS	Biology	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	Chemistry	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		I		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	I	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	I	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		I		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			I	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			I	P
SCI.HS.PS1.7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction		I	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				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				
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			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	P			

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	2	3
		Review Standards:	0	0	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 - <i>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?</i>				
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 - <i>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?</i>				
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.) - <i>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?</i>				



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High School	Civics (C)	Q1	Q2	Q3	Q4
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			



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 3	STRUCTURE AND FUNCTIONS OF GOVERNMENT IN THE UNITED STATES OF AMERICA				
C 3.1	Structure, Functions, and Enumerated Powers of National Government - <i>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?</i>				
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 - <i>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?</i>				
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			



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High School	Civics (C)	Q1	Q2	Q3	Q4
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?				



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High School	Civics (C)	Q1	Q2	Q3	Q4
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		



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 4.2	U.S. Role in International Institutions and Affairs - <i>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?</i>				
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 - <i>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?</i>				
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 - <i>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?</i>				
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		



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High School	Civics (C)	Q1	Q2	Q3	Q4
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 - <i>Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?</i>				
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		



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High School	Civics (C)	Q1	Q2	Q3	Q4
C 5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.		P		
C 5.5	Dispositions of Citizenship - Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?				
C 5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others)		P		
C 5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).		P		
C 5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy		P		
C 6	CITIZENSHIP IN ACTION				
C 6.1	Civic Inquiry and Public Discourse - Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?				
C 6.1.1	Identify and research various viewpoints on 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		



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High School	Civics (C)	Q1	Q2	Q3	Q4
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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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				
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	5
	Review Standards:	0	0	0	0

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High School	Economics (E)	Q1	Q2	Q3	Q4
E-1	THE MARKET ECONOMY				
E 1.1	Individual, Business, and Government Choices				
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?			P	
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.			P	
E 1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.			P	
E 1.2	Competitive 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.			P	
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			P	
E 1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.			P	
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.			P	
E 1.3	Prices, Supply, and Demand				
E 1.3	Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.			P	
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.			P	
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.			P	



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High School	Economics (E)	Q1	Q2	Q3	Q4
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.			P	
E 1.4	Role of Government in the Market				
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.			P	
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.			P	
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.			P	
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).			P	
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.			P	
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.			P	
E 2	THE NATIONAL ECONOMY OF THE UNITED STATES OF AMERICA				
E 2.1	Understanding National Markets				
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.			P	
E 2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.			P	



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High School	Economics (E)	Q1	Q2	Q3	Q4
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.			P	
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.			P	
E 2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.			P	
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.			P	
E 2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.			P	
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.			P	
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.			P	
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)			P	
E 2.2	Role of Government in the United States 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.			P	
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).			P	



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High School	Economics (E)	Q1	Q2	Q3	Q4
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.			P	
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.			P	
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.			P	
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).			P	
E 3	THE INTERNATIONAL ECONOMY				
E 3.1	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				P
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)				P
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.				P
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)				P
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)				P



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High School	Economics (E)	Q1	Q2	Q3	Q4
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)				P
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)				P
E 3.2	Economic Interdependence – Trade				
E 3.2	Describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.				P
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)				P
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)				P
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)				P
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)				P
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)				P
E 4	PERSONAL FINANCE				
E 4.1	Decision Making				
E 4.1	Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.				P

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High School	Economics (E)	Q1	Q2	Q3	Q4
C 4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.				P
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.				P
C 4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.				P
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.				P
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.				P
C 4.1.6	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).				P
	New Standards:	0	0	33	20
	Review Standards:	0	0	0	0

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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.				
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	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 . . .).				I	P	
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.				I	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.				I	P	
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				I	P	
W.6.1d	Establish and maintain a formal style.				I	P	
W.6.1e	Provide a concluding statement or section that follows from the argument presented.				I	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 content.			I	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 formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			I	P		P
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			I	P		P

W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.	I	P		P
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	I	P		P
W.6.2e	Establish and maintain a formal style.	I	P		P
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.	I	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.	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 logically.	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 expectations for writing types are defined in standards 1-3 above.)	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 approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	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 keyboarding skills to type a minimum of three pages in a single sitting.	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 others while avoiding plagiarism and providing basic bibliographic information for sources.			I	P
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			I	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 fantasy stories] in terms of their approaches to similar themes and topics").			I	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 supported by reasons and evidence from claims that are not").			I	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 discipline-specific tasks, purposes, and audiences.			I	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 on others' ideas and expressing their own clearly.	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 probe and reflect on ideas under discussion.	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 study.		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 contact, adequate volume, and clear pronunciation.		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 for specific expectations.)			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 language.*		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 strategies.	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 strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	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 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.	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 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).	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, unwhasteful, 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 phrase important to comprehension or expression.	I	I	I	P	
		New Standards:	20	20	26	13
		Review Standards:	0	8	10	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.				
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.				I	P	
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.				I	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.				I	P	
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				I	P	
W.7.1d	Establish and maintain a formal style.				I	P	
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.				I	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 content.			I	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, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.			I	P		P
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			I	P		P
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.			I	P		P
W.7.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			I	P		P
W.7.2e	Establish and maintain a formal style.			I	P		P
W.7.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			I	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.			P			

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7th grade	ELA CCSS	Q1	Q2	Q3	Q4
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.	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.7.5	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.	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 linking to and citing sources.	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 investigation.			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 or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			I	P
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			I	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 period as a means of understanding how authors of fiction use or alter history").			I	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 sound and the evidence is relevant and sufficient to support the claims").			I	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 discipline-specific tasks, purposes, and audiences.			I	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 on others' ideas and expressing their own clearly.	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 issue to probe and reflect on ideas under discussion.	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 as needed.	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, text, or issue under study.		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 contact, adequate volume, and clear pronunciation.		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	P	
L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.		I	P	



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7th grade	ELA CCSS	Q1	Q2	Q3	Q4	
L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		I	P		
L.7.1c	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		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, recognizing and eliminating wordiness and redundancy.*		I	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 strategies.	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 determine or clarify its precise meaning or its part of speech.		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 phrase important to comprehension or expression.	I	I	I	P	
		New Standards:	20	16	23	15
		Review Standards:	0	8	10	18

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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.				
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.				I	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.				I	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.				I	P	
W.8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				I	P	
W.8.1d	Establish and maintain a formal style.				I	P	
W.8.1e	Provide a concluding statement or section that follows from and supports the argument presented.				I	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.			I	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 multimedia when useful to aiding comprehension.			I	P		P
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.			I	P		P
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.			I	P		P
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.			I	P		P
W.8.2e	Establish and maintain a formal style.			I	P		P
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.			I	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.			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			

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8th Grade	ELA CCSS	Q1	Q2	Q3	Q4
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 events.	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 purpose and audience have been addressed.	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 others.	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 multiple avenues of exploration.			I	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 conclusions of others while avoiding plagiarism and following a standard format for citation.			I	P
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			I	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 works such as the Bible, including describing how the material is rendered new").			I	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 relevant and sufficient; recognize when irrelevant evidence is introduced").			I	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 and audiences.			I	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 their own clearly.	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 under discussion.	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 volume, and clear pronunciation.		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

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8th Grade	ELA CCSS	Q1	Q2	Q3	Q4
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 particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	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 or its part of speech.	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 comprehension or expression.	I	I	I	P
New Standards:		20	21	22	13
Review Standards:		0	8	12	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.				
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 the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.				P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.				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 evidence.					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 concerns.					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 claim(s) and counterclaims.					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 multimedia when useful to aiding comprehension.				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 the topic.				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

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9th grade	ELA CCSS	Q1	Q2	Q3	Q4
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 progression of experiences or events.	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 information flexibly and dynamically.	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 multiple sources on the subject, demonstrating understanding of the subject under investigation.			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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		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 Bible or how a later author draws on a play by Shakespeare]").			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 sufficient; identify false statements and fallacious reasoning").			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 additional specificity.				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 expressing their own clearly and persuasively.	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 a thoughtful, well-reasoned exchange of ideas.	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	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 challenge ideas and conclusions.			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 light of the evidence and reasoning presented.		I	I	P
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		I		P
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	I		P	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			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	

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9th grade	ELA CCSS	Q1	Q2	Q3	Q4
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 variety and interest to writing or presentations.	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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		I	I	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	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 independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I	P	P	P
	New Standards:	7	9	29	21
	Review Standards:	0	3	5	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.				
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 poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.				P
RL.9-10.11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	RI.9-10.11	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.				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 evidence.					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 concerns.					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 claim(s) and counterclaims.					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	P

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10th grade	ELA CCSS	Q1	Q2	Q3	Q4
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.			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 the topic.			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 smooth progression of experiences or events.		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 information flexibly and dynamically.	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 appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	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 topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").			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 sufficient; identify false statements and fallacious reasoning").			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	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 providing additional specificity.				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 expressing their own clearly and persuasively.	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 a thoughtful, well-reasoned exchange of ideas.	I	I	I	P
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	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 challenge ideas and conclusions.	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 new connections in light of the evidence and reasoning presented.	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

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10th grade	ELA CCSS	Q1	Q2	Q3	Q4
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, and style are appropriate to purpose, audience, and task.			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	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 meanings and add variety and interest to writing or presentations.	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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		I	I	P
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	I			P
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I			P
L.9-10.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	I			P
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I	P	P	P
	New Standards:	15	13	25	25
	Review Standards:	0	9	13	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).				
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 poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	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.			I		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.			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 audience's knowledge level, concerns, values, and possible biases.			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 evidence, and between claim(s) and counterclaims.			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 (e.g., figures, tables), and multimedia when useful to aiding comprehension.			I	P		P

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11th Grade	ELA CCSS		Q1	Q2	Q3	Q4
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
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 smooth progression of experiences or events.			I		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.			I		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).			I		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.			I		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.			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.		I			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.		I			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.		I		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.			I		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.		I		P	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		I		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.		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 expressing their own clearly and persuasively.		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 thoughtful, well-reasoned exchange of ideas.		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 conclusions; and promote divergent and creative perspectives.		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 research is required to deepen the investigation or complete the task.		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 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.		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 the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		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

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11th Grade	ELA CCSS		Q1	Q2	Q3	Q4
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
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 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		
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.		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 independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		P	P	P	P
		New Standards:	9	16	24	23
		Review Standards:	0	8	11	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		
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)				



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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 poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.				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



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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., <i>The Federalist</i> , presidential addresses).			P	P
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including <i>The Declaration of Independence</i> , 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.	I	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.	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 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.	I	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		



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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			



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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	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.	I	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.	I			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.	I	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.	I	P		P
W.11-12.9	Draw evidence form literary or informational texts to support analysis, reflection, and research.	P	P	P	P



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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	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		



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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.	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.	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



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12th grade	ELA CCSS	Q1	Q2	Q3	Q4
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:	22	33	11	8
	Review Standards:	0	15	33	33



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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			



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
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				



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
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		



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.		P		
G-SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★		P		
G-SRT.D	Apply trigonometry to general triangles				
G-SRT.D.9	(+) Derive the formula $A = 1/2 ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side .			P	
G-SRT.D.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems.			P	
G.SRT.D.11	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).			P	
G-GMD	Geometric Measurement and Dimension				
G-GMD.A	Explain volume formulas and use them to solve problems				
G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.			P	P
G-GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.				P
G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones and spheres to solve problems.				P
G-GMD.B	Visualize relationships between two-dimensional and three-dimensional objects				
G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.				P
G-GPE	Expressing Geometric Properties with Equations				
G-GPE.A	Translate between the geometric description and the equation for a conic section				
G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.			P	



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
G-GPE.A.2	Derive the equation of a parabola given a focus and directrix.			P	
G-GPE.A.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.			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				



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
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



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High School	Geometry CCSS	Q1	Q2	Q3	Q4
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	14	17
	Review Standards:		1	2	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				



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
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 whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. Apply and extend previous understandings of numbers to the system of rational numbers.	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		



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
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. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars.		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		



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
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		
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 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	
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 whole-number exponents, 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 $s = \frac{1}{2}$.			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	



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. Reason about and solve one-variable equations and inequalities.			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 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	
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	
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 solutions; represent solutions of such inequalities on number line diagrams.			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.				



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
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 number, while a measure of variation describes how its values vary with a single number.				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 the overall pattern with reference to the context in which the data were gathered.				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 into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.				P



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6th grade	Math CCSS	Q1	Q2	Q3	Q4
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
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
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
	New Standards:	11	13	12	13
	Review Standards:	0	2	2	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; represent addition and subtraction on a horizontal or vertical number line diagram.	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.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.	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 describing real-world contexts.	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.				



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7th grade	Math CCSS	Q1	Q2	Q3	Q4
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 describing real-world contexts.		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 as “multiply by 1.05.”		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.	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 rectangle is 54 cm. Its length is 6 cm. What is its width?		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		



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7th grade	Math CCSS	Q1	Q2	Q3	Q4
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 $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.			P	
7.RP.A.2	Recognize and represent proportional relationships between quantities.			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 $(1, r)$ where r is the unit rate.			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 population. Understand that random sampling tends to produce representative samples and support valid inferences.				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



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7th grade	Math CCSS	Q1	Q2	Q3	Q4
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 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
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-grade science book are generally longer than the words in a chapter of a fourth-grade science book.				P
7.SP.C	Investigate chance processes and develop, use, and evaluate probability models.				
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.				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 that Jane will be selected and the probability that a girl will be selected.				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 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
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



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7th grade	Math CCSS	Q1	Q2	Q3	Q4	
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 which compose the event.				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 probability that it will take at least 4 donors to find one with type A blood?				P	
		New Standards:	11	6	7	19
		Review Standards:	0	0	0	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			



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8th grade	Math CCSS	Q1	Q2	Q3	Q4
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.				



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8th grade	Math CCSS	Q1	Q2	Q3	Q4
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	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 each day is associated with an additional 1.5 cm in mature plant height.			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.				



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8th grade	Math CCSS	Q1	Q2	Q3	Q4
8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.				P
8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .				P
8.EE.C	Analyze and solve linear equations and pairs of simultaneous linear equations.				
8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.			I	P
8.EE.C.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.			I	P
8.EE.C.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.			I	P
8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.			I	P
8.EE.A	Work with radicals and integer exponents.				
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.				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	12	8	9
	Review Standards:	0	0	0	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			
	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				
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		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				
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				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)	P			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	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	3	3	5
		Review Standards:	0	0	0	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			

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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
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		



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High School	United States History and Geography (USH) HSCes	Q1	Q2	Q3	Q4
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				



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High School	United States History and Geography (USH) HSCes	Q1	Q2	Q3	Q4
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	

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High School	United States History and Geography (USH) HSCEs	Q1	Q2	Q3	Q4
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’s 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

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High School	United States History and Geography (USH) HSCes	Q1	Q2	Q3	Q4
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



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High School	United States History and Geography (USH) HSCes	Q1	Q2	Q3	Q4
	Review Standards:	0	0	0	0



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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			



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG5.1	Emerging Global System and World Religions				
WHG5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11d, p. 207)		P		
WHG5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p. 202)		P		
WHG5.2	European Exploration/Conquest and Columbian Exchange, Trans-African and Trans-Atlantic Slave Systems				
WHG5.2.1	European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the last 15th and the 16th centuries; explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14d, p. 212).		P		
WHG5.2.2	Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage; comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5.; 5.3.6) (See 4.3.1).		P		
WHG5.3	Ottoman Empire to 1800; East Asia, South Asia/India, Russia, Europe, and Latin America through 18th Century				
WHG5.3.1	Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210) and analyzing the impact of the Ottoman rule.		P		



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
WHG5.3.2	East Asia through the 18th Century – Analyze the major political, religions, economic, and cultural transformations in East Asia by analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and Chinese oceanic exploration (See 4.3.3) (National Geography Standard 5, p. 192) and analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (National Geography Standard 4, p. 190).		P		
WHG5.3.3	South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (National Geography Standard 4, p. 190)		P		
WHG5.3.4	Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including Russian imperial expansion and top-down westernization/modernization (National Geography Standard 13, p. 210); the impact of its unique location relative to Europe and Asia (National Geography Standard 3, p. 188); the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, & Orthodox Christianity (National Geography Standard 10, p. 203).		P		
WHG5.3.5	Europe through the 18th Century – Analyze the major political religious, cultural and economic transformations in Europe by explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (National Geography Standard 13, p. 210); analyzing transformations in Europe’s state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism; analyzing how the renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society; analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2).		P		
WHG5.3.6	Latin America through the 18th Century – Analyze colonial transformations in Latin America, including the near-elimination of American Indian civilizations and peoples; social stratifications of the population (e.g., peninsulares, creoles, mestizos); the regional and global role of silver and sugar; resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208).		P		
WHG6	WHG Era 6 – An Age of Global Revolutions, 18th Century-1914				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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	



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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				



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High School	World History and Geography (WHG) HSCEs	Q1	Q2	Q3	Q4
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