

**SECTION d**  
**Curriculum**

# Hope Academy

## K-8

### ENGLISH LANGUAGE ARTS AND LITERACY

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the Common Core State Standards differ from previous standards Grade Level Content Expectations (GLCE's), and the necessary shifts, is essential to their implementation.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college and career level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: that is, words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabulary through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3. Building knowledge through content-rich nonfiction.

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

**In Grades K-5**, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

**In Grades 6-12**, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the *College and Career Readiness (CCR)* anchor standards below by number. The *CCR* and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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**Standards in this Strand:**

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[CCSS.ELA-LITERACY.CCRA.R.1](#)

[CCSS.ELA-LITERACY.CCRA.R.2](#)

[CCSS.ELA-LITERACY.CCRA.R.3](#)

[CCSS.ELA-LITERACY.CCRA.R.4](#)

[CCSS.ELA-LITERACY.CCRA.R.5](#)

[CCSS.ELA-LITERACY.CCRA.R.6](#)

[CCSS.ELA-LITERACY.CCRA.R.7](#)

[CCSS.ELA-LITERACY.CCRA.R.8](#)

[CCSS.ELA-LITERACY.CCRA.R.9](#)

[CCSS.ELA-LITERACY.CCRA.R.10](#)

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

# Hope Academy

## K-8

### MATHEMATICS

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards, and the necessary shifts they call for, is essential to implementing them.

The following are the key shifts called for by the Common Core:

#### 1. Greater focus on fewer topics.

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

- In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
- In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
- In grade 8: Linear algebra and linear functions

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

#### 2. Coherence: Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4<sup>th</sup> grade, students must “apply and extend previous understandings of multiplication to multiply a fraction by a whole number” (Standard 4.NF.4). This extends to

5<sup>th</sup> grade, when students are expected to build on that skill to “apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction” (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

*Conceptual understanding*: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

*Procedural skills and fluency*: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

*Application*: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the *NCTM* process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the *National Research Council’s Report Adding It Up*:

adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

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Standards in this Domain:

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CCSS.MATH.PRACTICE.MP1

CCSS.MATH.PRACTICE.MP2

CCSS.MATH.PRACTICE.MP3

CCSS.MATH.PRACTICE.MP4

CCSS.MATH.PRACTICE.MP5

CCSS.MATH.PRACTICE.MP6

CCSS.MATH.PRACTICE.MP7

CCSS.MATH.PRACTICE.MP8

CCSS.MATH.PRACTICE.MP1 **Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**CCSS.MATH.PRACTICE.MP4 Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can

apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**CCSS.MATH.PRACTICE.MP6 Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Hope Academy**  
**K-8**  
**Science**

**THE NEXT GENERATION SCIENCE STANDARDS**

The *Next Generation Science Standards (NGSS)* are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The *NGSS* are a set of research-based science standards that stimulate students’ interest in science and prepares them for college, careers and citizenship.

The *NGSS* are three distinct and equally important dimensions to learning science. These dimensions are combined to form one standard-or performance expectation – and each dimension works with the other two to help students build a cohesive understanding of science over time.

The *NGSS* focus of Practices, Core Ideas, and Crosscutting

**CROSCUTTING CONCEPTS**

Crosscutting concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.

When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.

**SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

**DISCIPLINARY CORE IDEAS PROGRESSIONS**

*Disciplinary Core Ideas (DCIs)* are the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students’ progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

Next Generation Science Standards web link: [www.nextgenscience.org/get-to-know](http://www.nextgenscience.org/get-to-know)

## **Example: 5-ESS1-1 Earth's Place in the Universe**

**Students who demonstrate understanding can:**

**5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to**

### **ESS1.A: The Universe and its Stars**

The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

their relative distances from the Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

### **Science and Engineering Practices**

#### **Engaging in Argument from Evidence**

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

Support an argument with evidence, data, or a model.

### **Disciplinary Core Ideas**

#### **ESS1.A: The Universe and its Stars**

The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.

### **Crosscutting Concepts**

#### **Scale, Proportion, and Quantity**

Natural objects exist from the very small to the immensely large.

### **Common Core State Standards Connections:**

ELA/Literacy -

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS1-1)

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS1-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-ESS1-1)

### **Mathematics -**

MP.2 Reason abstractly and quantitatively. (5-ESS1-1)

MP.4 Model with mathematics. (5-ESS1-1)

5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)

### **Example: MS-PS2-1 Motion and Stability: Forces and Interactions**

#### **Students who demonstrate understanding can:**

MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.\* [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]

### **Science and Engineering Practices**

#### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas or principles to design an object, tool, process or system.

## **Disciplinary Core Ideas**

### **PS2.A: Forces and Motion**

**For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law).**

## **Crosscutting Concepts**

### Systems and System Models

Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems.

## **Connections to Engineering, Technology, and Applications of Science**

### Influence of Science, Engineering, and Technology on Society and the Natural World

The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

## **Common Core State Standards Connections:**

### **ELA/Literacy -**

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (MS-PS2-1)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS2-1)

WHST.6-8.7 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. (MS-PS2-1)

### **Mathematics -**

MP.2 Reason abstractly and quantitatively. (MS-PS2-1)

6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-PS2-1)

6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. (MS-PS2-1)

7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, 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. (MS-PS2-1)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-PS2-1)

# Hope Academy

## K-8

### HISTORY/SOCIAL STUDIES

The standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. Standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Standards for Social Studies have not been adopted through the Common Core State Standards; however, Michigan has adopted the Michigan Citizenship Collaborative Curriculum (MC3) social studies standards for grades kindergarten through twelve. Additionally, a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The Common Core State Standards (CCSS) for grades 6-8 History/Social Studies are integrated into the grades 6-8 English Language Arts Standards. The Standards in this strand include:

#### **KEY IDEAS AND DETAILS:**

##### CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

##### CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

##### CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

## **CRAFT AND STRUCTURE:**

### **CCSS.ELA-LITERACY.RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **CCSS.ELA-LITERACY.RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

### **CCSS.ELA-LITERACY.RH.6-8.6**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

## **INTEGRATION OF KNOWLEDGE AND IDEAS:**

### **CCSS.ELA-LITERACY.RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

### **CCSS.ELA-LITERACY.RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.

## **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:**

### **CCSS.ELA-LITERACY.RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

For further reference to the Standards/GLCE's for Grades K-8 History/Social Studies can be found on the [www.michigan.gov/mde](http://www.michigan.gov/mde) website: "[Michigan Academic Standards Page](#)"

The Grade Level Content Expectations (GLCE's) for Social Studies, Grades K-8, include the following:

## Overview of Units of Instruction

### Kindergarten Social Studies

History	<ol style="list-style-type: none"><li>1. TLW use time and chronology as a means for understanding past, present, and future event.</li><li>2. TLW describe, analyze, and evaluate past events and the individuals involved.</li></ol>
Geography	<ol style="list-style-type: none"><li>3. TLW identify, describe, and compare the characteristics of environment around home and school</li></ol>
Civics and Government	<ol style="list-style-type: none"><li>4. TLW establish personal responsibilities of citizenship.</li></ol>
Economics	<ol style="list-style-type: none"><li>5. TLW differentiate between needs and wants and goods and services.</li></ol>
Public Discourse, Decision Making, and Citizen Involvement	<ol style="list-style-type: none"><li>6. TLW identify a problem, analyze information to solve it and present the solution to others.</li></ol>

## Overview of Units of Instruction

### 1<sup>st</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW use time and chronology as a means for understanding past, present, and future events.</li><li>2. TLW investigate and compare life in the past to life in the present within families and schools.</li></ol>
Geography	<ol style="list-style-type: none"><li>3. TLW describe, compare, and explain relative and absolute location in the environment, constructing simple maps.</li><li>4. TLW describe and investigate human and physical (natural) characteristics of the school environment.</li></ol>

Civics and Government	5. TLW identify the purposes for home and school rules, and safety practices to establish personal responsibilities of citizenship.
Economics	6. TLW describe and explain how individuals and families identify needs and wants and how they are provided in both the neighborhood and global marketplace.  7. TLW identify and describe ways people earn and spend money.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present to inform others.

## Overview of Units of Instruction

### 2<sup>nd</sup> Grade Social Studies

History	1. TLW construct a historical timeline and narrative, describe changes in the local community over time, and consider differing perspectives.
Geography	2. TLW construct maps to describe the physical and human characteristics of the local community and region.  3. TLW describe ways people interact with the environment in the local community.  4. TLW describe cultural diversity in the local community.
Civics and Government	5. TLW explain the purposes, structure, and function of government and how it serves its citizens.  6. TLW describe how the Pledge of Allegiance reflects the core democratic value of Patriotism.

Economics	7. TLW identify consumer and business activity in the local community, describing the production of and trade for goods and services.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a problem, analyze information to solve it, and present the solutions to inform others.

## Overview of Units of Instruction

### 3<sup>rd</sup> Grade Social Studies

History	<p>1. TLW use historical thinking and primary and secondary sources to construct a narrative of Michigan's history from American Indians to statehood.</p> <p>2. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.</p>
Geography	<p>3. TLW describe diverse groups in Michigan, why they chose to live here, and how they have preserved and built upon their cultural heritage.</p> <p>4. TLW identify physical (natural) and human characteristics of Michigan to describe regional classification(s) and human interaction with the environment.</p>
Civics and Government	5. TLW identify and explain the purpose and function of Michigan's government.
Economics	<p>6. TLW identify and explain economic activity in Michigan including interdependence and global connections.</p> <p>7. TLW analyze how Michigan's location and natural resources influence entrepreneurial</p>

	economic activity.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify public policy issue in Michigan, analyze information to solve it, and present the solution to inform others.

## Overview of Units of Instruction

### 4<sup>th</sup> Grade Social Studies

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	2. TLW use geographical tools to identify, describe, and compare the physical and human characteristics of regions in the United States.  3. TLW investigate the stories of immigrants to the United States to describe the impact on culture and the physical environment.
Civics and Government	4. TLW identify and explain the purposes, values, and principles of American Constitutional Democracy.  5. TLW describe and explain the structure and function of the United States government.
Economics	6. TLW describe characteristics of a market economy, including relationships between incentives, prices, and competition.  7. TLW use the circular flow model to explain economic activity in the United States and global economy.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify a public policy issue in the U.S., analyze information to solve it, and

	present the solution to inform others.
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## Overview of Units of Instruction

### 5<sup>th</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW describe the life of peoples living in North America before European exploration.</li><li>2. TLW identify the causes and consequences of European exploration and colonization.</li><li>3. TLW describe the lives of people living in Western Africa prior to the 16<sup>th</sup> century.</li><li>4. TLW describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15<sup>th</sup> through 17<sup>th</sup> centuries.</li><li>5. TLW compare the regional settlement patterns and describe significant developments in Southern, New England, and Mid-Atlantic colonies.</li><li>6. TLW analyze the development of the slave system in the Americas and its impact on the life of Africans.</li><li>7. TLW distinguish among and explain the reasons for regional differences in colonial America.</li><li>8. TLW identify the major political, economic, and ideological reason for the American Revolution.</li><li>9. TLW explain the multi-faced nature of the American Revolution.</li><li>10. explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the Unites States Constitution.</li></ol>
Public Discourse, Decision Making, and Citizen Involvement	<ol style="list-style-type: none"><li>11. TLW identify a problem, analyze information to solve it, and present the</li></ol>

	solution to inform others.
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Overview of Units of Instruction

6<sup>th</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge.</li><li>2. TLW describe the development and movement of early man throughout the Western Hemisphere to 4000 B.C.E./B.C.</li><li>3. TLW describe the development of societies and culture of early man throughout the Western Hemisphere, 4000 to 1000 B.C.E./B.C.</li><li>4. TLW describe the development of empires and cultures throughout the Western Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.</li></ol>
Geography	<ol style="list-style-type: none"><li>5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge.</li><li>6. TLW use the five themes of geography to describe the physical characteristics of places in the Western Hemisphere.</li><li>7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Western Hemisphere.</li></ol>
Civics and Government	<ol style="list-style-type: none"><li>8. TLW compare various forms of government in the Western Hemisphere and explain the challenges of interaction, cooperation, and conflict.</li></ol>
Economics	<ol style="list-style-type: none"><li>9. TLW explain economic activity in the Western Hemisphere, including systems of international interdependence and the role of governments.</li></ol>
Public Discourse, Decision Making, and Citizen	<ol style="list-style-type: none"><li>10. TLW identify and investigate a public issue in the Western Hemisphere, analyze</li></ol>

Involvement	information about it, and develop a solution to present to others (Capstone Project).
Reading History Social Studies	<p>11. TLW utilize key ideas and details when reading History and Social Studies text.</p> <p>12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.</p> <p>13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social Studies related text.</p> <p>14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
History Social Studies, Science and Technical Subjects Writing	<p>15. TLW write a variety of History/Social Studies, Science, and Technical subjects related text for different purposes.</p> <p>16. TLW demonstrate the production and distribution of writing.</p> <p>17. TLW participate in shared research to build and present knowledge.</p> <p>18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

History	<p>1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge.</p> <p>2. TLW describe the development and movement of early man throughout the Eastern Hemisphere to 4000 B.C.E./B.C.</p> <p>3. TLW describe the development of societies and culture of early man throughout the Eastern Hemisphere, 4000 to 100 B.C.E./B.C.</p> <p>4. TLW describe the development of empires and cultures throughout the Eastern Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.</p>
Geography	<p>5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge.</p> <p>6. TLW use the five themes of geography to describe the physical characteristics of places in the Eastern Hemisphere.</p> <p>7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Eastern Hemisphere.</p>
Civics and Government	<p>8. TLW compare various forms of government in the Eastern Hemisphere and explain the challenges of interaction, cooperation, and conflict.</p>
Economics	<p>9. TLW explain economic activity in the Eastern Hemisphere, including systems of international interdependence and the role of governments.</p>
Public Discourse, Decision Making, and Citizen Involvement	<p>10. TLW identify and investigate a public issue in the Eastern Hemisphere, analyze information about it, and develop a solution to</p>

	present to others (Capstone Project).
Reading History Social Studies	<p>11. TLW utilize key ideas and details when reading History and Social Studies text.</p> <p>12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.</p> <p>13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social Studies related text.</p> <p>14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
History Social Studies, Science and Technical Subjects Writing	<p>15. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes.</p> <p>16. TLW demonstrate the production and distribution of writing.</p> <p>17. TLW participate in shared research to build and present knowledge.</p> <p>18. TLW write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Overview of Units of Instruction

**8<sup>th</sup> Grade Social Studies**

Political and Intellectual Transformations	
History	<ol style="list-style-type: none"><li>1. TLW describe the experiences and documents that led to the American Revolution and analyze the consequences of this event.</li><li>2. TLW explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.</li><li>3. TLW analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</li><li>4. TLW describe and analyze the nature and impact of the territorial, demographic, and economic growth in the early years of the new nation using maps, charts and other evidence.</li><li>5. TLW analyze the growth of antebellum American reform movements.</li><li>6. TLW analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</li><li>7. TLW evaluate the multiple causes, key events, and complex consequences of the Civil War.</li><li>8. TLW analyze the character and consequences of Reconstruction using evidence.</li><li>9. TLW analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19<sup>th</sup> century.</li></ol>

	<p>10. TLW use historical perspective to investigate a significant historical topic from United States Eras 3-6 that continues to be an issue in the United States today.</p>
<p>Public Discourse, Decision Making, and Citizen Involvement</p>	
<p>Reading History Social Studies</p>	<p>11. TLW utilize key ideas and details when reading History and Social Studies text.</p> <p>12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.</p> <p>13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social studies related text.</p> <p>14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>History Social Studies, Science and Technical Subjects Writing</p>	<p>15. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes.</p> <p>16. TLW demonstrate the production and distribution of writing.</p> <p>17. TLW participate in shared research to build and present knowledge.</p> <p>18. TLW 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 asks, purposes, and audiences.</p>

# Hope Academy

## K-8

### *Special Subjects Curriculum Summary:*

#### **ART – ABRAKADOODLE**

Hope Academy's Art Program is sponsored by *Abrakadoodle*. *Abrakadoodle's* comprehensive standard-based program provides students with a wide variety of material, techniques, and styles. Students in kindergarten create their own masterpieces using a wide range of high quality art materials. Children develop important school readiness skills such as: fine motor skills, ability to listen and follow directions, cognitive skills, language and more in an enchanting environment that develops individual creativity. Students in grades kindergarten through eight develop new skills and talents while designing unique creations using a variety of wonderful materials and tools. Each lesson focuses upon developing skills, learning techniques and expanding knowledge. The methods and style of contemporary and master artists specializing in paint, sculpture, and design and more are incorporated into each class. Students learn about digital photography, photo printing and how to create a set-up for photographing as well as how to use a photo in artwork. Students learn about painting on canvas paper, canvas board and stretched canvas using acrylics. Students are inspired as they learn the techniques, style and vocabulary of such artists as *Renoir, Mondrian, Laurel Burch, Jackson Pollock, Modigliani, Warhol, Sam Francis and Frank Stella*. *Abrakadoodle's* Art teachers are both Certified and Highly Qualified.

#### **PHYSICAL EDUCATION/HEALTH**

Hope Academy's physical and health education is aligned to the Michigan K-12 Physical Education Content Standards and benchmarks. Hope Academy PE program address the four critical issues mandated by the state: Curriculum, instruction, assessment, and an opportunity to learn. Hope Academy implements Exemplary Physical Education Curriculum (EPEC). The Exemplary Physical Education Curriculum (EPEC) is a nationally recognized program focused on social-emotional learning, healthy eating and nutritional habits, and the importance of physical and mental fitness. Also, focus is placed on preventative measures to avoid obesity, while increasing student awareness of promoting healthy lifestyles. Within EPEC, content related to sex education and/or dangerous communicable diseases are delivered to middle school students only. Before this content is presented, parents must first give consent via a consent form, which must be signed and returned to the physical education instructor. Said correspondence also allows parents to share any concerns. This practice ensures the Academy meets all legal requirements therein. Across all grade levels, students engage in health education activities to develop motor and non-motor skills, increase activity-related knowledge,

and promote the personal, social, and attitudinal characteristics students need to be physically active for life.

### **MUSIC - McGRAW HILL**

Hope Academy's Music Program is aligned with the Michigan State Standards and serves all students K-8. The standards are delivered through *Share the Music*. Share the music is a child-centered program that involves students of all learning styles. Sequenced and thematic activities develop the cognitive, affective, and psychomotor domains of learners. Our music curriculum provides curriculum across subject areas with math, science, social studies and most importantly literacy. Literacy is built through singing, listening, moving, creating, reading music, critical thinking, and meaningful assessment. It also provides activities related to art, drama, theater, and dance to develop student's awareness of the varied aspects of a culture's artistic expression. The most important and attractive aspect of Hope Academy's music curriculum is its connection to technology through software, and videos.

### **TECHNOLOGY**

Hope Academy "assists every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family, income, geographic location, or disability" as required by the State of Michigan. The curriculum covers a multitude of programs such as Word, Excel, PowerPoint, Publisher, etc. The curriculum concentrates on beginning computing skills with a strong focus on developing typing and word processing skills. Students use the foundation in typing and writing to expand into more diverse skill including spreadsheets, slide shows, and creating charts and graphs. Students use technology across the curriculum to meet the Common Core State Standards as they use technology in their research.

1. Greater <u>focus</u> on fewer topics.

The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

- In grades K–2: Concepts, skills, and problem solving related to addition and subtraction

- In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions

- In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations

- In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers

- In grade 8: Linear algebra and linear functions

This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.







2. <u>Coherence</u> : Linking topics and thinking across grades

Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4<sup>th</sup> grade, students must “apply and extend previous understandings of multiplication to multiply a fraction by a whole number” (Standard 4.NF.4). This extends to 5<sup>th</sup> grade, when students are expected to build on that skill to “apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction” (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.










## Hope Academy K-8 Mathematics

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards, and the necessary shifts they call for, is essential to implementing them. The

following are the key shifts called for by the Common Core:

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

*Conceptual understanding:* The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

*Procedural skills and fluency:* The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

*Application:* The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the *NCTM* process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the *National Research Council’s Report Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

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[CCSS.MATH.PRACTICE.MP1](#)

[CCSS.MATH.PRACTICE.MP2](#)

[CCSS.MATH.PRACTICE.MP3](#)

[CCSS.MATH.PRACTICE.MP4](#)

[CCSS.MATH.PRACTICE.MP5](#)

[CCSS.MATH.PRACTICE.MP6](#)

[CCSS.MATH.PRACTICE.MP7](#)

[CCSS.MATH.PRACTICE.MP8](#)

[CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.](#)\_\_\_\_\_

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[CCSS.MATH.PRACTICE.MP4 Model with mathematics.](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[CCSS.MATH.PRACTICE.MP6 Attend to precision.](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

The *Next Generation Science Standards (NGSS)* are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The *NGSS* are a set of research-based science standards that stimulate students’ interest in science and prepares them for college, careers and citizenship.

The *NGSS* are three distinct and equally important dimensions to learning science. These dimensions are combined to form one standard-or performance expectation – and each dimension works with the other two to help students build a cohesive understanding of science over time.

The *NGSS* focus of Practices, Core Ideas, and Crosscutting

**CROSSCUTTING CONCEPTS** Crosscutting concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts, such as “cause and effect”, are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.

**SCIENCE AND ENGINEERING PRACTICES** Science and Engineering Practices describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

**DISCIPLINARY CORE IDEAS**  
**PROGRESSIONS** *Disciplinary Core Ideas (DCIs)* are the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

Next Generation Science Standards web link: **[www.nextgenscience.org/get-to-know](http://www.nextgenscience.org/get-to-know)**

# Hope Academy K-8 Science The Next Generation Science Standards



The standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. Standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Standards for Social Studies have not been adopted through the Common Core State Standards; however, Michigan has adopted the Michigan Citizenship Collaborative Curriculum (MC3) social studies standards for grades kindergarten through twelve.

We will also continue to use the Michigan Grade Level Content Expectations for Social Studies K-8. Additionally, a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The Grade Level Content Expectations (GLCE's) for Social Studies, Grades K-8, include the following:

Overview of Units of Instruction

Kindergarten Social Studies

History
Geography
Civics and Government
Economics
Public Discourse, Decision Making, and Citizen Involvement





The Common Core State Standards (CCSS) for grades 6-8 History/Social Studies are integrated into the grades 6-8 English Language Arts Standards. The Standards in this strand include:

The Common Core State Standards (CCSS) for grades 6-8 History/Social Studies are integrated into the grades 6-8 English Language Arts Standards. The Standards in this strand include:

**KEY IDEAS AND DETAILS:**

**CRAFT AND STRUCTURE:**

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.5](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

1. TLW use time and chronology as a means for understanding past, present, and future event.

2. TLW describe, analyze, and evaluate past events and the individuals involved.

3. TLW identify, describe, and compare the characteristics of environment around home and school

4. TLW establish personal responsibilities of citizenship.

5. TLW differentiate between needs and wants and goods and services.

6. TLW identify a problem, analyze information to solve it and present the solution to others.





## Hope Academy K-8 History/Social Studies

The Common Core State Standards (CCSS) for grades 6-8 History/Social Studies are integrated into the grades 6-8 English Language Arts Standards. The

Standards in this strand include:

The Common Core State Standards (CCSS) for grades 6-8 History/Social Studies are integrated into the grades 6-8 English Language Arts Standards. The

Standards in this strand include:

### **INTEGRATION OF KNOWLEDGE AND IDEAS:**

### **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:**

#### [CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### [CCSS.ELA-LITERACY.RH.6-8.8](#)

#### [CCSS.ELA-LITERACY.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Distinguish among fact, opinion, and reasoned judgment in a text.

For further reference to the Standards/GLCE's for Grades K-8 History/Social Studies can be found on the [www.michigan.gov/mde](http://www.michigan.gov/mde) website: "[Michigan Academic Standards Page](#)"

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

### Overview of Units of Instruction

#### 1<sup>st</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW use time and chronology as a means for understanding past, present, and future events.</li><li>2. TLW investigate and compare life in the past to life in the present within families and schools.</li></ol>
Geography	<ol style="list-style-type: none"><li>3. TLW describe, compare, and explain relative and absolute location in the environment, constructing simple maps.</li><li>4. TLW describe and investigate human and physical (natural) characteristics of the school environment.</li></ol>
Civics and Government	<ol style="list-style-type: none"><li>5. TLW identify the purposes for home and school rules, and safety practices to establish personal responsibilities of citizenship.</li></ol>
Economics	<ol style="list-style-type: none"><li>6. TLW describe and explain how individuals and families identify needs and wants and how they are provided in both the neighborhood and global marketplace.</li><li>7. TLW identify and describe ways people earn and spend money.</li></ol>







## Overview of Units of Instruction

### 2<sup>nd</sup> Grade Social Studies

History
Geography
Civics and Government

Economics

Public Discourse, Decision Making, and Citizen  
Involvement





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1. TLW construct a historical timeline and narrative, describe changes in the local community over time, and consider differing perspectives.

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2. TLW construct maps to describe the physical and human characteristics of the local community and region.

3. TLW describe ways people interact with the environment in the local community.

4. TLW describe cultural diversity in the local community.

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5. TLW explain the purposes, structure, and function of government and how it serves its citizens.

6. TLW describe how the Pledge of Allegiance reflects the core democratic value of Patriotism.

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7. TLW identify consumer and business activity in the local community, describing the production of and trade for goods and services.

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8. TLW identify a problem, analyze information to solve it, and present the solutions to inform others.

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## Overview of Units of Instruction

### 3<sup>rd</sup> Grade Social Studies

History	1. TLW use historical thinking and primary and secondary sources to construct a narrative of Michigan's history from American Indians to statehood. 2. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.
Geography	3. TLW describe diverse groups in Michigan, why they chose to live here, and how they have preserved and built upon their cultural heritage. 4. TLW identify physical (natural) and human characteristics of Michigan to describe regional classification(s) and human interaction with the environment.
Civics and Government	5. TLW identify and explain the purpose and function of Michigan's government.
	6. TLW identify and explain economic activity in Michigan including interdependence and global connections.

Economics	7. TLW analyze how Michigan's location and natural resources influence entrepreneurial economic activity.
Public Discourse, Decision Making, and Citizen Involvement	8. TLW identify public policy issue in Michigan, analyze information to solve it, and present the solution to inform others.





## Overview of Units of Instruction

### 4<sup>th</sup> Grade Social Studies

History
Geography
Civics and Government

Economics

Public Discourse, Decision Making, and Citizen  
Involvement





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1. TLW use historical thinking and primary and secondary sources to construct a narrative and create a timeline of Michigan's history from statehood to present day.

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2. TLW use geographical tools to identify, describe, and compare the physical and human characteristics of regions in the United States.

3. TLW investigate the stories of immigrants to the United States to describe the impact on culture and the physical environment.

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4. TLW identify and explain the purposes, values, and principles of American Constitutional Democracy.

5. TLW describe and explain the structure and function of the United States government.

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6. TLW describe characteristics of a market economy, including relationships between incentives, prices, and competition.

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7. TLW use the circular flow model to explain economic activity in the United States and global economy.

8. TLW identify a public policy issue in the U.S., analyze information to solve it, and present the solution to inform others.





## Overview of Units of Instruction

### 5<sup>th</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW describe the life of peoples living in North America before European exploration.</li><li>2. TLW identify the causes and consequences of European exploration and colonization.</li><li>3. TLW describe the lives of people living in Western Africa prior to the 16<sup>th</sup> century.</li><li>4. TLW describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15<sup>th</sup> through 17<sup>th</sup> centuries.</li><li>5. TLW compare the regional settlement patterns and describe significant developments in Southern, New England, and Mid-Atlantic colonies.</li><li>6. TLW analyze the development of the slave system in the Americas and its impact on the life of Africans.</li></ol>
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	<p>7. TLW distinguish among and explain the reasons for regional differences in colonial America.</p> <p>8. TLW identify the major political, economic, and ideological reason for the American Revolution.</p> <p>9. TLW explain the multi-faced nature of the American Revolution.</p> <p>10. explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the United States Constitution.</p>
Public Discourse, Decision Making, and Citizen Involvement	11. TLW identify a problem, analyze information to solve it, and present the solution to inform others.





## Overview of Units of Instruction

### 6<sup>th</sup> Grade Social Studies

History
Geography

Civics and Government

Economics

Public Discourse, Decision Making, and Citizen  
Involvement

Reading History Social Studies

History Social Studies, Science and Technical

Subjects Writing



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1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge.

2. TLW describe the development and movement of early man throughout the Western Hemisphere to 4000 B.C.E./B.C.

3. TLW describe the development of societies and culture of early man throughout the Western Hemisphere, 4000 to 1000 B.C.E./B.C.

4. TLW describe the development of empires and cultures throughout the Western Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.

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5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge.

6. TLW use the five themes of geography to describe the physical characteristics of places in the Western Hemisphere.

7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Western Hemisphere.

8. TLW compare various forms of government in the Western Hemisphere and explain the challenges of interaction, cooperation, and conflict.

9. TLW explain economic activity in the Western Hemisphere, including systems of international interdependence and the role of governments.

10. TLW identify and investigate a public issue in the Western Hemisphere, analyze information about it, and develop a solution to present to others (Capstone Project).

11. TLW utilize key ideas and details when reading History and Social Studies text.

12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.

13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social Studies related text.

14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

15. TLW write a variety of History/Social Studies, Science, and Technical subjects related text for different purposes.

16. TLW demonstrate the production and distribution of writing.

17. TLW participate in shared research to build and present knowledge.

18. TLW 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.



## Overview of Units of Instruction

### 7<sup>th</sup> Grade Social Studies

History	<ol style="list-style-type: none"><li>1. TLW investigate how historians think and the processes, tools, and information they use to study and communicate historical knowledge.</li><li>2. TLW describe the development and movement of early man throughout the Eastern Hemisphere to 4000 B.C.E./B.C.</li><li>3. TLW describe the development of societies and culture of early man throughout the Eastern Hemisphere, 4000 to 100 B.C.E./B.C.</li><li>4. TLW describe the development of empires and cultures throughout the Eastern Hemisphere, 1000 B.C.E./B.C. to 300 C.E./A.D.</li></ol>
Geography	<ol style="list-style-type: none"><li>5. TLW investigate how geographers think and the processes, tools, and information they use to study and communicate spatial thinking and geographic knowledge.</li><li>6. TLW use the five themes of geography to describe the physical characteristics of places in the Eastern Hemisphere.</li></ol>

	7. TLW use the five themes of geography to describe the human characteristics, systems, and patterns of settlement of places in the Eastern Hemisphere.
Civics and Government	8. TLW compare various forms of government in the Eastern Hemisphere and explain the challenges of interaction, cooperation, and conflict.
Economics	9. TLW explain economic activity in the Eastern Hemisphere, including systems of international interdependence and the role of governments.
Public Discourse, Decision Making, and Citizen Involvement	10. TLW identify and investigate a public issue in the Eastern Hemisphere, analyze information about it, and develop a solution to present to others (Capstone Project).
Reading History Social Studies	<p>11. TLW utilize key ideas and details when reading History and Social Studies text.</p> <p>12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.</p> <p>13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social Studies related text.</p> <p>14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
History Social Studies, Science and Technical	<p>15. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes.</p> <p>16. TLW demonstrate the production and distribution of writing.</p>

Subjects Writing

17. TLW participate in shared research to build and present knowledge.

18. TLW 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.



## Overview of Units of Instruction

### 8<sup>th</sup> Grade Social Studies

Political and Intellectual Transformations

History

Public Discourse, Decision Making, and Citizen  
Involvement

Reading History Social Studies

History Social Studies, Science and Technical  
Subjects Writing



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1. TLW describe the experiences and documents that led to the American Revolution and analyze the consequences of this event.

2. TLW explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.

3. TLW analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

4. TLW describe and analyze the nature and impact of the territorial, demographic, and economic growth in the early years of the new nation using maps, charts and other evidence.

5. TLW analyze the growth of antebellum American reform movements.

6. TLW analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

7. TLW evaluate the multiple causes, key events, and complex consequences of the Civil War.

8. TLW analyze the character and consequences of Reconstruction using evidence.

9. TLW analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19<sup>th</sup> century.

10. TLW use historical perspective to investigate a significant historical topic from United States Eras 3-6 that continues to be an issue in the United States today.

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11. TLW utilize key ideas and details when reading History and Social Studies text.

12. TLW use the craft and structure of the text to help understand the History and Social Studies related text.

13. TLW demonstrate an integration of knowledge and ideas to understand the selected History and Social studies related text.

14. By the end of the year, read and comprehend History and Social Studies related text in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.

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15. TLW write a variety of History/Social Studies, Science, and Technical Subjects related text for different purposes.

16. TLW demonstrate the production and distribution of writing.

17. TLW participate in shared research to build and present knowledge.

18. TLW 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 asks, purposes, and audiences.

## Hope Academy K-8 English Language Arts & Literacy

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the Common Core State Standards differ from previous standards Grade Level Content Expectations (GLCE's), and the necessary shifts, is essential to their implementation.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: that is, words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabulary through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a argumentative an significant shift from current practice.

3. Building knowledge through content-rich nonfiction.

**Standards in this Strand:**

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

[CCSS.ELA-LITERACY.CCRA/](#)

**In Grades K-5,** fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

[CCSS.ELA-LITERACY.CCRA/](#)



**Key Ideas and Details:**

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure:**

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-  
LITERACY.CCRA.R.3  
Analyze how and why  
individuals, events, or ideas  
develop and interact over the  
course of a text.

CCSS.ELA-  
LITERACY.CCRA.R.6  
Assess how point of view or  
purpose shapes the content  
and style of a text.

[LA.R.4](#)

[LA.R.5](#)

[LA.R.6](#)

[LA.R.7](#)

[LA.R.8](#)

[LA.R.9](#)

[LA.R.10](#)

**Integration of Knowledge and Ideas:**

**Range of Reading and Level of**

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10  
Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**of Text Complexity:**