

# Priority Standards



## Midway School District Curriculum 2024

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# Pre-Kindergarten

AM Class	PM Class
Approaches to Learning	
<b>I. APPROACHES TO LEARNING</b>	
I.F.3 Work with others to solve problems	
Social-Emotional Development	
<b>I. KNOWLEDGE OF SELF</b>	
I.B.1 Follow simple rules	
<b>II. KNOWLEDGE OF OTHERS</b>	
	II.B.1 Resolve conflicts with others
Language and Literacy	
<b>III. WRITTEN LANGUAGE</b>	
	II.A.4 Listen responsively to books and stories
III.A.4. Tell others about marks and intended meaning of drawing or writing	III.A.3 Use a variety of resources to facilitate writing
<b>IV. KNOWLEDGE OF PRINT AND BOOKS</b>	
IV.A.5 Read environmental print and symbols	IV.A.6 Identify some alphabet letters
Mathematics	
<b>I. NUMBER AND OPERATIONS</b>	
I.A.1 Show interest and understanding in counting	I.A.2 Explores quantity
<b>II. GEOMETRY AND SPATIAL SENSE</b>	
I.B.1 Identify numerals in everyday situations	I.B.3 Write some numerals
II.B.2. Identify and name some shapes	II.B.2 Create and duplicate three-dimensional and two-dimensional shapes

# English Language Arts

	K	1	2	3	4	5
	READING					
R.1	DEVELOP AND APPLY SKILLS IN THE READING PROCESS.					
	K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read-alouds by: b. asking and responding to questions about texts read aloud	1.R.1.A.b Develop and demonstrate reading skills in response to reading text and read alouds by: asking and responding to relevant questions	2.R.1.A.e Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down	3.R.1.A Develop and demonstrate comprehension-reading skills in response to texts (drawing conclusions and summarizing)	4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts (inferring)	5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts (using text evidence)
	K.R.3.A.a With assistance, read, infer and draw conclusions using text features in nonfiction texts. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations					
			2.R.1.B Develop an understanding of vocabulary	3.R.1.B Develop an understanding of vocabulary (literal and non-literal meanings of words)	4.R.1.B Develop an understanding of vocabulary (idioms and figurative language)	5.R.1.B Develop an understanding of vocabulary (adages, similes, metaphors, hyperboles, and other sayings)

		1.R.1.D.a Read independently for multiple purposes over sustained periods of time by engaging with and reading text that is developmentally appropriate	2.R.1.D. Read independently for multiple purposes over sustained period of time			5.R.1.D Read independently for multiple purposes over sustained periods of time
R.2	DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE, AND EVALUATE FICTION, POETRY, AND DRAMA FROM A VARIETY OF CULTURES AND TIMES.					
R.3	DEVELOP AND APPLY SKILLS AND STRATEGIES TO COMPREHEND, ANALYZE, AND EVALUATE NONFICTION (E.G., NARRATIVE, INFORMATIVE,/EXPLANATORY, OPINION, PERSUASIVE, ARGUMENTATIVE) FROM A VARIETY OF CULTURES AND TIMES.					
				3.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts (main idea and details)	4.R.3.A Read, infer, and draw conclusions using text features in nonfiction texts (interpreting graphs)	5.R.3.A Read infer, and draw conclusions using text features in nonfiction texts (use multiple texts and graphics)
						5.R.3.B Read, infer and draw conclusions using literary techniques in nonfiction texts
R.4	COMPREHEND AND ANALYZE WORDS, IMAGES, GRAPHICS, AND SOUNDS IN VARIOUS MEDIA AND DIGITAL FORMS TO IMPACT MEANING.					
	READING FOUNDATIONS					
RF.1	UNDERSTAND HOW ENGLISH IS WRITTEN AND READ (START OF READING FOUNDATIONS).					



	K.RF.1.A Develop print awareness in the reading process. Identifying all upper- and lower-case letters	1.RF.1.A.b Develop print awareness in the reading process by: recognizing the distinguishing features of a sentence				
			2.RF.3.A Develop phonics in the reading process (multisyllabic words in context)	3.RF.3.A Develop phonics in the reading process (multisyllabic words out of context)		
R.F.2	UNDERSTAND HOW ENGLISH IS WRITTEN AND READ.					
	K.RF.2.A.a Develop phonemic awareness in the reading process. Produce rhymes in response to spoken words					
RF.3	UNDERSTAND HOW ENGLISH IS WRITTEN AND READ (FLUENCY).					
	K.RF.3.A Develop phonics in the reading process. Producing and writing letter(s) for most short vowel and consonant sounds	1RF.3.A.a Develop phonics in the reading process by: Decoding words in context by using letter-sound knowledge				

	K.R.3.A.d Develop phonics in the reading process. Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	1.RF.3.A.b Develop phonics in the reading process by: identifying letters for the spelling of short and long vowels				
			2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension			
WRITING						
W.1	APPLY A WRITING PROCESS TO DEVELOP A TEXT FOR AUDIENCE AND PURPOSE.					
W.2	COMPOSE WELL-DEVELOPED WRITING TEXTS FOR AUDIENCE AND PURPOSE.					
	K.W.2.A With assistance, draw/write opinion texts	1.W.2.A.b Write opinion texts that: state an opinion about the topic or text and provide a reason for the opinion	2.W.2.A Write opinion texts	3.W.2.A Write opinion texts	4.W.2.A Write opinion texts	5.W.2.A Write opinion texts

	K.W.2.B With assistance, draw/write informative/explanatory texts	1.W.2.B.a Write informative/explanatory texts that: introduce a topic or text being studied and supply facts	2.W.2.B Write informative/explanatory texts	3.W.2.B Write informative/explanatory texts	4.W.2.B Write informative/explanatory texts	5.W.2.B Write informative/explanatory texts
	K.W.2.C With assistance, draw/write fiction or non-fiction narratives and poems		2.W.2.C Write fiction or nonfiction narratives and poems		4.W.2.C Write fiction or nonfiction narratives and poems	
W.3	GATHER, ANALYZE, EVALUATE AND USE INFORMATION FROM A VARIETY OF SOURCES.					
LANGUAGE						
L.1	COMMUNICATE USING CONVENTIONS OF ENGLISH LANGUAGE.					
		1.L.1.A.g In written text: apply standard English grammar. Produce complete simple and compound sentences	2.L.1.A In speech and written form, apply standard English grammar	3.L.1.A.f In speech and written form, apply standard English grammar. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences		
	K.L.1.B.a In written text, apply punctuation, capitalization, and spelling. Print in upper and lowercase	1.L.1.B.f In written text: spell words phonetically using phonemic awareness and spelling knowledge	2.L.1.B Communicate using conventions of English Language in written text	3.L.1.B In written text, apply punctuation, capitalization, and spelling	4.L.1.B In written text, apply punctuation, capitalization, and spelling	5.L.1.B In written text, apply punctuation, capitalization and spelling

	letters					
	SPEAKING AND LISTENING					
SL.1	LISTEN FOR A PURPOSE.					
SL.2	LISTEN FOR ENTERTAINMENT.					
SL.3	SPEAK EFFECTIVELY IN COLLABORATIVE DISCUSSIONS.					
SL.4	SPEAK EFFECTIVELY WHEN PRESENTING.					

	6	7	8
	READING LITERARY TEXT		
<b>RL.1</b>	<b>COMPREHEND AND INTERPRET TEXTS (APPROACHING TEXTS AS A READER)</b>		
	6.RL.1.A Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials	8.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes or reference materials
<b>RL.2</b>	<b>ANALYZE CRAFT AND STRUCTURE</b>		
		7.RL.2.C Analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning	8.RL.2.C Analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning
<b>RL.3</b>	<b>SYNTHESIZE IDEAS FROM MULTIPLE TEXTS (APPROACHING TEXTS AS A RESEARCHER)</b>		
	6.RL.6.B Compare and contrast one author's presentation of events with that of another		
	READING INFORMATIONAL TEXT		
<b>RI.1</b>	<b>COMPREHEND AND INTERPRET TEXTS (APPROACHING TEXTS AS A READER)</b>		
		7.RI.1.A Draw conclusion, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	8.RI.1.A Draw conclusion, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		7.RI.1.B Determine meaning of words and phrases as they are used in the text,	8.RI.1.B Determine meaning of words and phrases as they are used in the text,

		including figurative and connotative language meanings using context, affixes or reference materials	including figurative and connotative language meanings using context, affixes or reference materials
RI.2	ANALYZE CRAFT AND STRUCTURE (APPROACHING TEXTS AS A WRITER)		
RI.3	SYNTHESIZE IDEAS FROM MULTIPLE TEXTS (APPROACHING TEXTS AS A RESEARCHER)		
WRITING			
W.1	APPROACHING THE TASK AS A RESEARCHER		
	6.W.1.A.b Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system	8.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system
W.2	APPROACHING THE TASK AS A WRITER		
	6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques	7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques	8.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques
W.3	APPROACHING THE TASK AS A READER		
	6.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience		
SPEAKING AND LISTENING			
SL.1	COLLABORATING		

	<a href="#">6.SL.1.B</a> Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion		
SL.2	PRESENTING		

	9	10	Career Based English	American Literature
	READING			
RL.1	<b>COMPREHEND AND INTERPRET TEXTS (APPROACHING TEXTS AS A READER)</b>			
	9.RL.1.A. Approach texts as a reader by comprehending and interpreting grade appropriate texts. Evidence/Inference: Draw conclusions, infer, and analyze by citing relevant and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text			11-12.RL.1.A. Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	9.RL.1.D. Approach texts as a reader by comprehending and interpreting grade appropriate texts. Theme: Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to life experiences	10.RL.1.D. Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text		11-12.RL.1.D. Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text
RL.2	<b>ANALYZE CRAFT AND STRUCTURE (APPROACHING TEXTS AS A WRITER)</b>			
	9.RL.2.A. Approach texts as a writer by analyzing craft and structure. Craft and Meaning. Analyze the cumulative impact of specific word choices and syntax on meaning and tone. Interaction and Meaning: Analyze how complex characters develop over the			



	course of a text to advance the plot and develop the theme in a literary text			
		10.RL.2.B. Analyze how point of view is reflected in the characters, setting, and plot		11-12.RL.2.B. Analyze how point of view is reflected in the characters, setting, and plot
	9.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone			
		10.RL.2.D. Analyze how complex characters develop over the course of a text to advance the plot and develop the theme		11-12.RL.2.D. Analyze how complex characters develop over the course of a text to advance the plot and develop the theme
READING INFORMATIONAL TEXT				
RI.1	<b>COMPREHEND AND INTERPRET TEXTS (APPROACHING TEXTS AS A READER)</b>			
		10.RI.1.A. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text		11-12.RI.1.A. Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	9.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	10.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	11-12.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	

			11-12.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable)	
				11-12.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of central ideas; provide an objective and concise summary of the text
RI.2	<b>ANALYZE CRAFT AND STRUCTURE (APPROACHING TEXTS AS A WRITER)</b>			
			11-12.RI.2.A. Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact	
	9.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning	10.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning		11-12.RI.2.D. Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
RI.3	<b>SYNTHESIZE IDEAS FROM MULTIPLE TEXTS (APPROACHING TEXTS AS A RESEARCHER)</b>			
			11-12.RI.3.B. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue	
WRITING				

W.1 APPROACHING THE TASK AS A RESEARCHER				
	9.W.1.A.a. a.Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system			11-12.W.1.A.a. Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system
		10.W.1.A.b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation		
W.2 APPROACHING THE TASK AS A WRITER				
	9.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository,	10.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository,	11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository,	11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository,

	and argumentative writing techniques	and argumentative writing techniques	and argumentative writing techniques.	and argumentative writing techniques
W.3	APPROACHING THE TASK AS A READER			
				11-12.W.3.A. Review, revise, and edit writing with consideration for the task, purpose, and audience
			11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. a.Organization and content:Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content	
			11-12.W.3.A.b. Review, revise, and edit writing with consideration for the task, purpose, and audience b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text	
	SPEAKING AND LISTENING			

SL.1	COLLABORATING			
	<a href="#">9.SL.1.C</a> . Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed			

# Mathematics

	K	1	2	3	4	5
NS	NUMBER SENSE					
	K.NS.A Know the number names and the count sequence	1.NS.A.1 Read and write numerals and represent a number of objects with a written numeral				
	K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality					
	K.NS.C Compare numbers					
NBT	BASE TEN					
	K.NBT.A Work with numbers 11-19 to gain foundations of place value	1.NBT.A.2 Understand place value of two-digit numbers. Understand two-digit numbers are composed of ten(s) and one(s)	2.NBT.A Understand place value of three digit numbers			5.NBT.A Use place value system understanding to perform operations with multi-digit whole numbers to billions and decimals to thousandths
			2.NBT.B Use place value understanding and properties of operations to add and subtract			
NF	FRACTIONS					

				3.NF.A.1 Develop understanding of fractions as numbers. Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts	4.NF.A Extend understanding of fraction equivalence and ordering. (Limit denominators to 2, 3, 4, 5, 6, 8, 10, 12 and 100.)	5.NF.A Understand the relationship between fractions and decimals (denominators that are factors of 100)
					4.NF.B Extend understanding of operations on whole numbers to fraction operations	5.NF.B Perform operations and solve problems with fractions and decimals
					4.NF.C Understand decimal notation for fractions, and compare decimal fractions. (Denominators of 10 or 100.)	
RA	RELATIONSHIPS & ALGEBRAIC THINKING					
	K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from		2.RA.A Add and subtract within 20		4.RA.A Use the four operations with whole numbers to solve problems	5.RA.A Represent and analyze patterns and relationships
		3.RA.C.1 Add and subtract within 20		3.RA.C.8 Multiply and divide within 100. Demonstrate fluency with products within 100		5.RA.C Use the four operations to represent and solve problems



				3.RA.D.9 Use the four operations to solve word problems. Write and solve two-step problems involving variables using any of the four operations		
				3.RA.D.10 Use the four operations to solve word problems. Interpret the reasonableness of answers using mental computation and estimation strategies including rounding		
				3.RA.E.11 Identify and explain arithmetic patterns. Identify arithmetic patterns and explain the patterns using properties of operations		
GM	GEOMETRY & MEASUREMENT					
	<a href="#">K.GM.A.1</a> Describe several measurable attributes of objects	<a href="#">1.GM.A.3</a> Recognize two-and three-dimensional shapes from different perspectives and orientations	<a href="#">2.GM.A</a> Reason with shapes and their attributes		<a href="#">4.GM.A</a> Classify 2-dimensional shapes by properties of their lines and angles	<a href="#">5.GM.A</a> Classify two-and three-dimensional geometric shapes

			2.GM.B Measure and estimate lengths in standard units	<a href="#">3.GM.B.3</a> Solve problems involving the measurement of time, liquid volumes and weights of objects. Solve problems involving addition and subtraction of minutes.	<a href="#">4.GM.B</a> Understand the concepts of angle measure and measure angles	<a href="#">5.GM.B</a> Understand and compute volume
	<a href="#">K.GM.C</a> Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres	<a href="#">1.GM.C.1</a> Tell and write time in hours and half-hours using analog and digital clocks		<a href="#">3.GM.C.13</a> Understand concepts of area. Find rectangular arrangements that can be formed for a given area	<a href="#">4.GM.C</a> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	<a href="#">5.GM.C</a> Graph points on the Cartesian coordinate plane within the first quadrant to solve problems
	<a href="#">K.GM.C.2</a> Describe the relative position of objects in space	<a href="#">1.GM.C.2</a> Know the value of a penny, nickel, dime and quarter				
			<a href="#">2.GM.D</a> Work with time and money			<a href="#">5.GM.D</a> Solve problems involving measurement and conversions within a measurement system
DS	DATA & STATISTICS					
	K.DS.A Classify objects and count the number of objects in each category	1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-charts and tallies	2.DS.A Represent and interpret data		4.DS.A Represent and analyze data	5.DS.A Represent and analyze data

	6	7	8
RP	RATIOS & PROPORTIONAL EXPRESSIONS		
	6.NS.RP.A. Understand and use ratios to solve problems	7.RP.A. Analyze proportional relationships and use them to solve problems	
NS	NUMBER SENSE & OPERATIONS		
	6.NS.A. Apply and extend previous understanding of multiplication and division to divide fractions by fractions	7.NS.A. Apply and extend previous understandings of operations to add, subtract, multiply and divide rational numbers	
	6.NS.B. Compute with non-negative multi-digit numbers, and find common factors and multiples		
	6.NS.C. Apply and extend previous understandings of numbers to the system of rational numbers		
EEI	EXPRESSIONS, EQUATIONS, & INEQUALITIES		
	6.EEI.A. Apply and extend previous understandings of arithmetic to algebraic expressions	7.EEI.A. Use properties of operations to generate equivalent expressions	8.EEI.A. Work with radicals and integer exponents
	6.EEI.B. Reason about and solve one-variable equations and inequalities	7.EEI.B. Solve problems using numerical and algebraic expressions and equations	8.EEI.B. Understand the connections between proportional relationships, lines and linear equations
			8.EEI.C. Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations
GM	GEOMETRY & MEASUREMENT		
	6.GM.A. Solve problems involving area, surface area and volume	7.GM.A. Draw and describe geometric figures and describe the relationships between them	8.GM.A. Understand congruence and similarity using physical models, transparencies or geometry software.

		7.GM.B. Apply and extend previous understanding of angle measure, area and volume.	8.GM.B. Understand and apply the Pythagorean Theorem
			8.GM.C. Solve problems involving volume of cones, pyramids and spheres
DSP	DATA ANALYSIS, STATISTICS, & PROBABILITY		
	6.DSPA. Develop understanding of statistical variability	7.DSPA. Use random sampling to draw inferences about a population	8.DSPA. Investigate patterns of association in bivariate data
		7.DSP.B. Draw informal comparative inferences about two populations	
		7.DSP.C. Develop, use and evaluate probability models	
FA	FUNCTIONS		
			8.F.A. Define, evaluate and compare functions
			8.F.B. Use functions to model relationships between quantities

	ALGEBRA I	ALGEBRA II
NQ	NUMBER AND QUANTITY	
		A2.NQ.B.7. Use complex numbers. Know and apply the Fundamental Theorem of Algebra
SSE	SEEING STRUCTURE IN EXPRESSIONS	
	A1.SSE.A.1. Interpret and use structure. Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions	
		A2. SSE.A.4. Define and use logarithms. Understand why logarithmic scales are used, and use them to solve problems
CED	CREATING EQUATIONS	
	A1.CED.A.1. Create equations that describe linear, quadratic and exponential relationships. Create equations and inequalities in one variable and use them to model and/or solve problems	
	A1.CED.A.2. Create equations that describe linear, quadratic and exponential relationships. Create and graph linear, quadratic, and exponential equations in two variables	
	A1.CED.A.3. Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context	
REI	REASONING WITH EQUATIONS AND INEQUALITIES	
		A2.REI.A.1. Solve equations and inequalities. Create and solve equations and inequalities, including those that involve absolute value
		A2.REI.B.3. Solve general systems of equations and inequalities. Create and solve systems of equations that may include non-linear equations and inequalities

	A1.REI.C.6 Represent and solve linear and exponential equations and inequalities graphically. Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane	
APR	ARITHMETIC WITH POLYNOMIALS AND RATIONAL EXPRESSIONS	
		A2.APR.A.1. Extend the knowledge of factoring to include factors with complex coefficients
		A2.APR.A.2. Perform operations on polynomials and rational expressions. Understand the Remainder Theorem and use it to solve problems
IF	INTERPRETING FUNCTIONS	
		A2.IF.A.1. Use and interpret functions. Identify and interpret key characteristics of functions represented graphically, with tables and with algebraic symbolism to solve problems
	A1.IF.B.3. Interpret linear, quadratic and exponential functions in terms of the context. Using tables, graphs and verbal descriptions, interpret key characteristics of a function that models the relationship between two quantities	
	A1.IF.C.7. Analyze linear, quadratic and exponential functions using different representations. Graph functions expressed symbolically and identify and interpret key features of the graph	
BF	BUILDING FUNCTIONS	
		A2.BF.A.1. Create new functions from existing functions. Create new functions by applying the four arithmetic operations and composition of functions (modifying the domain and range as necessary)

		A2.BF.A.2. Create new functions from existing functions. Describe the effects of transformations algebraically and graphically, creating vertical and horizontal translations, vertical and horizontal reflections and dilations (expansions/compressions) for linear, quadratic, cubic, square and cube root, absolute value, exponential and logarithmic functions
FM	FUNCTION MODELING	
LQE	LINEAR, QUADRATIC, AND EXPONENTIAL MODELS	
	A1.LQE.B.4. Use arithmetic and geometric sequences. Write arithmetic and geometric sequences in recursive and explicit forms, and use them to model situations and translate between the two forms	
DS	DATA & STATISTICAL ANALYSIS	
	A1.DS.A.1. Summarize, represent and interpret data. Analyze and interpret graphical displays of data	

# Science



	K	1	2	3	4	5
	PHYSICAL SCIENCE					
PS1	MATTER AND ITS INTERACTIONS					
	K.PS1.A.1 Make qualitative observations of the physical properties of objects (i.e. size, shape, color, mass)		2.PS1.A.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties	3.PS1.A.1 Predict and investigate that water can change from a liquid to a solid (freeze), and back again (melt), or from a liquid to a gas (evaporation), and back again (condensation) as the result of temperature changes		
						5.PS1.B.1 Plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, screening)
						5.PS1.B.2 Conduct an investigation to determine whether the combining of two or more substances results in new substances

PS2 MOTION AND STABILITY: FORCES AND INTERACTIONS						
		K.PS2.A.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	2.PS2.A.1 Analyze data to determine how the motion of an object changed by an applied force or the mass of an object			
		K.PS2.A.2 Describe ways to change the motion of an object (i.e. how to cause an object to go slower, go fast, go farther, change direction, stop)			4.PS.2A.2. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object	
						5.PS2.B.1 Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center. [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.]
PS3 ENERGY						

	K.PS3.A.1 Make observations to determine the effect of sunlight on Earth's surface				4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of the object	
					4.PS3.B.1 Provide evidence to construct an explanation of an energy transformation (e.g. temperature change, light, sound, motion, and magnetic effects)	
					4.PS3.C.1 Use models to explain that simple machines change the amount of effort force and /or direction of force	
					5.PS3.D.1 Use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples	

						of models could include diagrams, and flow charts.]
PS4	WAVES AND THEIR APPLICATIONS IN THE TECHNOLOGIES FOR INFORMATION TRANSFER					
		1.PS4.A.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate	2.PS4.A.1 Plan and conduct investigations to provide evidence that changes in vibration create change in sound		4.PS4.A.1 Develop a model of waves to describe patterns in terms of amplitude or wavelength and that waves can cause objects to move	5.PS4.A.1 Develop a model to describe that objects can be seen only when light is reflected off them or when they produce their own light
LIFE SCIENCE						
LS1	FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES					
	K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive	1.LS1.A.1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs			4.LS1.A.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction	5.LS1.A.1 Compare and contrast the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory , excretory, response) that perform similar functions for animals belonging to different vertebrate classes

						5.LS1.C.1 Support an argument that plants get the materials (i.e. carbon dioxide, water, sunlight) they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil. Clarification Statement: [Do not assess photosynthesis.]
LS2	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS					
			2.LS2.A.1 Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water)			

						5.LS2.B.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]
LS3	HEREDITY: INHERITANCE AND VARIATION OF TRAITS					
				3.LS3.A.1. Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment		

				3.LS3.C1. Construct an argument with evidence that in a particular ecosystem some organisms – based on structural adaptations or behaviors – can survive well, some survive less well, and some cannot survive at all		
				3.LS3.D1. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change		
EARTH AND SPACE SCIENCE						
ESS1	EARTH'S PLACE IN THE UNIVERSE					
		1.ESS1.A.1 Describe the presence of the Sun, Moon, and stars in the sky over time			4.ESS1.C.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time	
ESS2	EARTH'S SYSTEMS					

			2.ESS2.A.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land			5.ESS2.A.1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact
			2.ESS2.B.1 Develop a model to represent the shapes and kinds of land and bodies of water in an area			
	K.ESS2.E.1 With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs					
<b>ESS3</b>	<b>EARTH AND HUMAN ACTIVITY</b>					
	K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live					



						5.ESS3.C.1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment
ENGINEERING, TECHNOLOGY, AND APPLICATION OF SCIENCE						
<b>ETS1 ENGINEERING DESIGN</b>						
	K.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool		2.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool			
	K.ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of the year		2.ETS1.B.1 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	3.ETS1.B.1 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	4.ETS1.B.1 Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	

6	7	8
Earth and Space Sciences	Physical Science	Life Science
<b>EARTH'S PLACE IN THE UNIVERSE</b>	<b>MATTER AND ITS INTERACTIONS</b>	<b>FROM MOLECULES TO ORGANISMS</b>
6-8.ESS1.C.1 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history	6-8.PS1.A.1 Develop models to describe the atomic composition of simple molecules and extended structures.	6-8.LS1.A.4 Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.
<b>EARTH'S SYSTEMS</b>	6-8.PS1.A.2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	6-8.LS1.B.2 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
6-8.ESS2.A.2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales	6-8.PS1.A.3 Gather and make sense of information to describe that synthetic materials come from natural resources and how they impact society.	6-8.LS1.C.1 Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms.
6-8.ESS2.B.1 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions	6-8.PS1.A.4 Develop a model that describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	<b>ECOSYSTEMS</b>
6-8.ESS2.C.1 Design and develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity	6-8.PS1.B.2 Construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	6-8.LS2.A.2 Construct an explanation that predicts the patterns of interactions among and between the biotic and abiotic factors in a given ecosystem.
6-8.ESS2.C.3 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates	<b>MOTION AND STABILITY</b>	6-8.LS2.C.1 Construct an argument supported by empirical evidence that explains how changes to physical or biological components of an ecosystem affect populations.

EARTH AND HUMAN ACTIVITY	6-8.PS2.A.2 Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	BIOLOGICAL EVOLUTION
6-8.ESS3.A.1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes	6-8.PS2.B.2 Create and analyze a graph to use as evidence to support the claim that gravitational interactions depend on the mass of interacting objects.	6-8.LS4.A.1 Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth.
6-8.ESS3.B.1 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects	ENERGY	6-8.LS4.B.1 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
6-8.ESS3.C.1 Analyze data to define the relationship for how increases in human population and per-capita consumption of natural resources impact Earth's systems	6-8.PS3.A.4 Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	6-8.LS4.C.1 Interpret graphical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
6-8.ESS3.C.2 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	6-8.PS4.A.2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	

Biology I	Biology II	Physics	Ecology and Conservation
LIFE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	LIFE SCIENCE
From Molecules to Organisms: Structure and Process	Biological Evolution: Unity and Diversity	PS2-Motion and Stability: Forces and Interactions	A. Interdependent Relationships in Ecosystems
Structure and Function	A. Evidence of Common Ancestry and Diversity	A. Forces and Motion	LS2.A Explain how various biotic and abiotic factors affect the carrying capacity and biodiversity of an ecosystem using mathematical and/or computational representations
9-12.LS1.A.1 Construct a model of how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells	LS4.A.1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence	PS2.A.1 Analyze data to support and verify the concepts expressed by Newton's 2nd law of motion, as it describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration	LS2.B.1 Construct and revise an explanation based on evidence that the processes of photosynthesis, chemosynthesis, and aerobic and anaerobic respiration are responsible for the cycling of matter and flow of energy through ecosystems and that environmental conditions restrict which reactions can occur
9-12.LS1.A.3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis	LS4.A.2 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evidence in the fully formed anatomy	PS.2.A.2 Use mathematical representations to support and verify the concepts that the total momentum of a system of objects is conserved when there is no net force on the system	LS2.B.2 Communicate the pattern of the cycling of matter and the flow of energy among trophic levels in an ecosystem
Matter and Energy in Organisms and Ecosystems	B. Natural Selection	PS2.A.3 Apply scientific principles of motion and momentum to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a	LS2.B.3 Use a model that illustrates the roles of photosynthesis, cellular respiration, decomposition, and combustion to explain the cycling

		collision	of carbon in its various forms among the biosphere, atmosphere, hydrosphere, and geosphere
9-12.LS1.C.1 Use a model to demonstrate how photosynthesis transforms light energy into stored chemical energy	LS4.B.1 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment	B. Types of Interaction	LS2.C.1 Evaluate the claims, evidence, and reasoning that the interactions in ecosystems maintain relatively consistent populations of species while conditions remain stable, but changing conditions may result in new ecosystem dynamics
9-12.LS1.C.2 Use a model to demonstrate that cellular respiration is a chemical process whereby the bonds of molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy	LS4.B.2 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait	PS2.B.1 Use mathematical representations of Newton's Law of Gravitation to describe and predict the gravitational forces between objects	LS2.C.2 Design, evaluate, and/or refine solutions that positively impact the environment and biodiversity
9-12.LS2.B.1 Construct and revise an explanation based on evidence that the processes of photosynthesis, chemosynthesis, and aerobic and anaerobic respiration are responsible for the cycling of matter and flow of energy through ecosystems and that environmental conditions	C. Adaptation	PS3-Energy	

restrict which reactions can occur		
9-12.LS2.B.3 Use a model that illustrates the roles of photosynthesis, cellular respiration, decomposition, and combustion to explain the cycling of carbon in its various forms among the biosphere, atmosphere, and geosphere	LS4.C.1 Construct an explanation based on evidence for how natural selection leads to adaptation of populations	A. Definitions of Energy
Interdependent Relationships in Ecosystems	LS4.C.2 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species	PS3.A.1 Create a computational model to calculate the change in the energy of one component in a system when the changes in energy are known
9-12.LS2.A.1 Explain how various biotic and abiotic factors affect the carrying capacity and biodiversity of an ecosystem using mathematical and/or computational representations	LS4.C.3 Create or revise a model to test a solution to mitigate adverse impacts of human activity on biodiversity	PS3.A.2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects)
9-12.LS2.C.1 Evaluate the claims, evidence, and reasoning that the interactions in ecosystems maintain relatively consistent populations of species while conditions remain stable, but changing conditions may result in new ecosystem dynamics		PS3.A.3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy

Inheritance and Variation of Traits

9-12.LS1.B.1 Develop and use models to communicate the role of mitosis, cellular division, and differentiation in producing and maintaining complex organisms

9-12.LS3.B.3 Make and defend a claim that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) mutations occurring during replication, and/or (3) mutations caused by environmental factors

9-12.LS3.B.4 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population

PS3.B. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system

# Social Studies



	K	1	2	3	4	5
1	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States					
					4.1.A With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances	5.1.A Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events
		1.1.B Identify and explain why cities make laws		3.1.B.a Explain and give examples of how laws are made and changed within the state	4.1.B.b With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty	5.1.B Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events
					4.1.C.1.a Explain the major purpose of the Bill of Rights	5.1.C Apply the principles of the Bill of Rights to historical

						time periods being studied and to current events
		11.D Give examples of being an active and informed citizen in your classroom or community				
					4.1.E Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800	5.1.E Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 - 2000
	K.1.F.a Identify the flag as a symbol of our nation	1.1.F Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell	2.1.F Recognize and explain the significance of national symbols including national landmarks, national parks, and important		4.1.F Recognize and explain the significance of national symbols associated with historical events and time periods being studied	
	K.1.F.b Recite the Pledge of Allegiance			3.1.F.b Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state		
2	Knowledge of principles and processes of governance systems					

				3.2.A Explain how governments balance individual rights with common good to solve local community or state issues		
		1.2.D Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community		3.2.D Identify and explain the functions of the three branches of government in Missouri	4.2.D Identify and explain the functions of the three branches of government in the federal government. Distinguish between powers and functions of local, state and national government in the past and present	5.2.D Distinguish between powers and functions of local, state and national government in the past and present
3a.	Knowledge of continuity and change in the history of Missouri and the United States					
					4.3a.A Describe the migrations of native Americans prior to 1800	
			2.3a.B Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S.			

	K.3a.C Describe the contributions of people typically studied in K-5 programs associated with national holidays	1.3a.C Describe the contributions of people typically studied in K-5 programs associated with national holidays	2.3a.C Describe the contributions of inventors or pioneers in their field who influenced progress in our nation			5.3.a.C Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000
					4.3a.D Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies	
						5.3a.E Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000
				3.3a.F Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark	4.3a.F Investigate the causes and consequences of westward expansion prior to 1800	
4	Knowledge of economic concepts and principles					
	K.4.A.c Describe examples of needs and wants within your family and	1.4.A Describe consumers and producers and the relationship to goods	2.4.A.a Describe consumption and production and the relationship to goods			

	school	and services within your school and community	and services within your region			
			2.4.A.b Demonstrate how people use money to buy and sell goods and services.		4.1.A.b Explain the relationship between profit and loss in economic decisions	
				3.4.B Conduct a personal cost-benefit analysis		
				3.4.C Define taxes and explain how taxes are generated and used		
5	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment					
	K.5.A.a Identify maps as representations of real places		2.5.A.a Read and construct maps with title and key			
	K.5.A.b With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc	1.5.A.b With assistance, read, construct, and use maps which have a title and key	2.5.A.b Identify the properties and use of different types of maps for a variety of purposes			
	K.5.A.c Match legend symbols to map features					

			2.5.C.a Identify and describe physical characteristics of the world		4.4.C Explain how the government utilizes taxes to provide goods and services	
						5.5.G Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed
6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	K.6.A Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions					
		1.6.C Recount stories about locations, people, and cultural events in your community				
7	Knowledge of the use of tools of social science inquiry					
						5.7.C.a Explain how facts and opinions affect point of view and/or bias in social

						studies' topics
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	6	7	8
	DISCIPLINARY TOOLS		
	HISTORY CONTINUITY AND CHANGE		
	<a href="#">GEO.1.CC.A</a> Create and use historical maps and timelines in order to represent continuity and change within and among regions overtime	<a href="#">GEO.1.CC.B</a> Explain connections between historical context and peoples' perspectives at the time in world history	<a href="#">AH.1.CC.B</a> Explain connections between historical context and peoples' perspectives at the time in American history
	GEO.1.CC.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue	<a href="#">WH.1.CC.C</a> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue	<a href="#">AH.1.CC.C</a> With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American history prior to c.1870 to a contemporary issue
			<a href="#">AH.1.CC.E</a> Analyze the causes and consequences of a specific problem in American history prior to c.1870 as well as the challenges and opportunities faced by those trying to address the problem
	GOVERNMENT SYSTEMS AND PRINCIPLES		
	WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450		<a href="#">AH.1.GS.A</a> Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c.1870
	GEOGRAPHICAL STUDY		
	AH.1.G.C Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States		



	WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450		
	GEO.1.G.B. Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 are connected to changing identity and culture	WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450	
	WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world		
<b>ECONOMIC CONCEPTS</b>			
		WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c.1450	<a href="#">AH.1.EC.A</a> Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c.18700
<b>PEOPLE, GROUPS AND CULTURES</b>			
	GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	WH.1.PC.A Using a world history lens, describe how people's perspectives shaped the sources/artifacts they created	AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created
<b>KEY CONCEPTS AND UNDERSTANDING</b>			
<b>HISTORY CONTINUITY AND CHANGE</b>			
		<a href="#">WH.3.CC.A</a> Analyze the rise and fall of classical civilizations to determine their significance to future societies	<a href="#">AH.4.CC.A</a> Analyze the expansion of the United States in the early nineteenth century to trace U.S. growth and form hypotheses about future conflicts
<b>GOVERNMENTAL SYSTEMS AND PRINCIPLES</b>			

		<a href="#">WH.2.GS.A</a> Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties	
	<b>GEOGRAPHICAL STUDY</b>		
	<b>ECONOMIC CONCEPTS</b>		
		<a href="#">WH.3.EC.A</a> Describe trade patterns and how they influence the movement of resources, goods, and services	<a href="#">AH.3.EC.C</a> Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth
	<b>PEOPLE, GROUPS AND CULTURES</b>		
		WH.4.C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions	

	Social Studies 9	Government	World History
	DISCIPLINARY TOOLS		
	HISTORY CONTINUITY AND CHANGE		
	AH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in United States history	GV.1.CC.B Explain connections between historical context and peoples' perspectives about government at the time	WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history
	AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue	<a href="#">GV.1.CC.C</a> Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of government to a contemporary issue	WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue
	AH.1.CC.D Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources		
	AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem	GV.1.CC.E Analyze the causes and consequences of a specific issue tied to government as well as the challenges and opportunities faced by those trying to address the problem	WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem
	GOVERNMENT SYSTEMS AND PRINCIPLES		
		<a href="#">GV.1.GS.A</a> Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society	WH.1.GS.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society in world history post c.1450
	GEOGRAPHICAL STUDY		

	AH.5.GS.B Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events		WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture
<b>ECONOMIC CONCEPTS</b>			
<b>PEOPLE, GROUPS AND CULTURES</b>			
	AH.1.PC.A Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created	GV.1.PC.A Using a government lens, describe how peoples' perspectives shaped the sources/artifacts they created	WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created
<b>KEY CONCEPTS AND UNDERSTANDING</b>			
<b>HISTORY CONTINUITY AND CHANGE</b>			
	AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development		WH.5.CC.B Trace the origins, and relationships among the world wars, revolutions, and global conflicts of twentieth century to determine their impacts on the world today
<b>GOVERNMENTAL SYSTEMS AND PRINCIPLES</b>			
	AH.3.GS.A Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people		
<b>GEOGRAPHICAL STUDY</b>			
		<a href="#">GV.2.G.A</a> Analyze how geography of North America influenced the governmental systems which developed there	
<b>ECONOMIC CONCEPTS</b>			

	AH.5.EC.A Trace the developing complexities of the American economy in the second half of the twentieth century	GV.2.EC.A Analyze the impact of economics and economic theories on the formation of United States governmental ideals, principles and structures	WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time
	<b>PEOPLE, GROUPS AND CULTURES</b>		
		GV.3.PC.A Analyze the varying perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies	

# Electives

# K-6 Special Classes

Art						
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
<b>CREATE</b>						
K.1.A. Engage in exploration and imaginative play with materials	1.1.A. Engage collaboratively in exploration and imaginative play with materials		3.1.A. Create personally satisfying artwork using a variety of artistic processes and materials			6.1.A. Combine concepts collaboratively to generate innovative ideas for creating art
K.1.B. Engage collaboratively in creative art-making in response to an artistic problem	1.1.B. Use observation and investigation in preparation for making a work of art	2.1.B. Make art or design with various materials and tools to explore personal interests, questions, and curiosity		4.1.B. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers	5.1.B. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art	
				4.2.A. Explore and invent art-making techniques and approaches	5.2.A. Experiment and develop skills in multiple art-making techniques and approaches through practice	
		2.2.B. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces	3.2.B. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic	4.2.B. When making works of art, utilize and care for materials, tools, and equipment in a manner that		



			processes	prevents danger to oneself and others		
		2.2.C. Repurpose objects to make something new	3.2.C. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life			6.2.C. Design or redesign objects, places, or systems that meet the identified needs of diverse users
K.3.A. Explain the process of making art while creating	1.3.A. Use art vocabulary to describe choices while creating art		3.3.A. Elaborate visual information by adding details in an artwork to enhance emerging meaning		5.3.A. Create artist statements using art vocabulary to describe personal choices in artmaking	6.3.A. Reflect on whether personal artwork conveys the intended meaning and revise accordingly
<b>PRESENT</b>						
K.4.A. Select art objects for personal portfolio and display, explaining why they were chosen	1.4.A. Explain why some objects, artifacts, and artwork are valued over others	2.4.A. Categorize artwork based on a theme or concept for an exhibit		4.4.A. Compare responses to a work of art before and after working in similar media		
						6.5.A. Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit

			3.6.A. Identify and explain how and where different cultures record and illustrate stories and history of life through art	4.6.A. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide	5.6.A. Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	
<b>RESPOND</b>						
					5.7.A. Compare one's own interpretation of a work of art with the interpretation of others	6.7.A. Identify and interpret works of art or design that reveal how people live around the world and what they value
K.7.B. Describe what an image represents	1.7.B. Compare images that represent the same subject	2.7.B. Categorize images based on expressive properties	3.7.B. Determine messages communicated by an image	4.7.B. Analyze components in visual imagery that convey messages		6.7.B. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions
K.8.A. Interpret art by identifying subject matter and describing relevant details	1.8.A. Interpret art by categorizing subject matter and identifying the characteristics of form	2.8.A. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and			5.8.A. Interpret art by analyzing characteristics of form and structure, contextual information,	

		characteristics of form			subject matter, visual elements, and use of media to identify ideas and mood conveyed	
K.9.A. Explain reasons for selecting a preferred artwork	1.9.A. Classify artwork based on different reasons for preferences	2.9.A. Use learned art vocabulary to express preferences about artwork	3.9.A. Evaluate an artwork based on given criteria	4.9.A. Apply one set of criteria to evaluate more than one work of art	5.9.A. Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts	6.9.A. Develop and apply relevant criteria to evaluate a work of art
<b>CONNECT</b>						
K.10.A. Create art that tells a story about a life experience		2.10.A. Create works of art about events in home, school, or community life	3.10.A. Develop a work of art based on observations of surroundings			
	1.11.A. Understand that people from different places and times have made art for a variety of reasons			4.11.A. Through observation, infer information about time, place, and culture in which a work of art was created	5.11.A. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society	6.11.A. Analyze how art reflects changing times, traditions, resources, and cultural uses

Music						
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
<b>Create-General Music</b>						
MU: Cr1A.Ka.With guidance, explore and experience music concepts (such as beat and melodic contour)	MU: Cr1A.1a.With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose	MU: Cr1A.2a.Improvise rhythmic and melodic patterns and musical ideas for a specific purpose	MU: Cr1A.3a.Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)		MU:Cr1A.5a. Improvise rhythmic, melodic and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)	MU: Cr1A.6a. Generate simple rhythmic, melodic and harmonic phrases within AB and ABA forms that convey expressive intent
MU: Cr1A.Kb.With guidance, generate musical ideas (such as movements or motives)		MU: Cr1A.2b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter(such as duple and triple)	MU: Cr1A.3b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter	MU: Cr1A.4b.Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters	MU: Cr1A.5b.Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters and simple chord changes	
MU: Cr2A.Ka. With guidance, demonstrate and choose favorite musical ideas	MU: Cr2A.1a.With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent	MU: Cr2A.2a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent	MU: Cr2A.3a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe	MU: Cr2A.4a. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to	MU: Cr2A.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to	

	expressive intent	expressive intent	connection to a specific purpose and context	express intent, and explain connection to purpose and context	express intent, and explain connection to purpose and context	
	MU: Cr2A.1b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas	MU: Cr2A.2b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas	MU: Cr2A.3b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas	MU: Cr2A.4b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas		
MU: Cr3A.Ka. With guidance, apply personal, peer and teacher feedback in refining personal musical ideas	MU: Cr3A.1a. With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas	MU: Cr3A.2a. Interpret and apply personal, peer and teacher feedback to revise personal music	MU: Cr3A.3a. Evaluate, refine, and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback	MU: Cr3A.4a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time	MU: Cr3A.5a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes	MU: Cr3A.6a. Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources
						MU: Cr3A.6b. Describe the rationale for making revisions to the music based on evaluation

						criteria and feedback from their teacher
		MU: Cr3B.2a. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience	MU: Cr3B.3a. Present the final version of personal created music to others, and describe connection to expressive intent	MU: Cr3B.4a. Present the final version of personal created music to others, and explain connection to expressive intent	MU: Cr3B.5a. Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent	MU: Cr3B.6a. Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent
<b>Perform-General Music</b>						
MU: Pr4A.Ka. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance			MU: Pr4A.3a. Demonstrate understanding of the structure in music selected for performance	MU: Pr4A.4a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance	MU: Pr4A.5a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance	MU: Pr4A.6a. Explain how understanding the structure and the elements of music are used in music selected for performance

	MU: Pr4B.1b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation	MU: Pr4B.2b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation	MU: Pr4B.3b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation	MU: Pr4B.4b. When analyzing selected music, read and perform using iconic and/or standard notation	MU: Pr4B.5b. When analyzing selected music, read and perform using standard notation	MU: Pr4B.6b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics
					MU: Pr4B.5c. Explain how context (such as social, cultural, and historical) informs performances	MU: Pr4B.6c. Identify how cultural and historical context inform performances
<b>Respond-General Music</b>						
MU: Pr4C.Ka. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent	MU: Pr4C.1a. Demonstrate and describe music's expressive qualities (such as dynamics and tempo)	MU: Pr4C.2a. Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent	MU: Pr4C.3a. Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)	MU: Pr4C.4a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)	MU: Pr4C.5a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)	MU: Pr4C.6a. Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent

MU: Pr5A.Ka. With guidance, apply personal, teacher, and peer feedback to refine performances	MU: Pr5A.1a. With limited guidance, apply personal, teacher, and peer feedback to refine performances	MU: Pr5A.2a. Apply established criteria to judge the accuracy, expressiveness and effectiveness of performances	MU: Pr5A.3a. Apply teacher provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances	MU: Pr5A.4a. Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances	MU: Pr5A.5a. Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances	MU: Pr5A.6a. Identify and apply teacher provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform
					MU: Pr5A.5b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time	
MU: Pr6A.Ka. With guidance, perform music with expression	MU: Pr6A.1a. With limited guidance, perform music for a specific purpose with expression	MU: Pr6A.2a. Perform music for a specific purpose with expression and technical accuracy	MU: Pr6A.3a. Perform music with expression and technical accuracy	MU: Pr6A.4a. Perform music, alone or with others, with expression and technical accuracy and appropriate interpretation	MU: Pr6A.5a. Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation	MU: Pr6A.6a. Perform the music with technical accuracy to convey the creator's intent



	MU: Pr6A.1b. Perform appropriately for the audience and purpose	MU: Pr6A.2b. Perform appropriately for the audience and purpose	MU: Pr6A.3b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue	MU: Pr6A.4b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre	MU: Pr6A.5b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style	MU: Pr6A.6b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style
MU: Re7A.Ka. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others	MU: Re7A.1a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes	MU: Re7A.2a. Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes	MU: Re7A.3a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes	MU: Re7A.4a. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	MU: Re7A.5a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts	MU: Re7A.6a. Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose
		MU: Cn10A.2a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MU: Cn10A.3a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MU: Cn10A.4a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MU: Cn10A.5a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MU: Cn10A.6a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU: Cn11A.Ka. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.1a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.2a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.3a .Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.4a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.5a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life	MU: Cn11A.6a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
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Library						
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.A.2: Inquire: Think: Competency 2. Learners display curiosity and initiative by: Recalling prior and background knowledge as context for new meaning	1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies: f. Demonstrate use of outside sources to obtain information
1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning	1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that include: Generating products that illustrate learning	1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning	1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning	1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning	1.B.1: Inquire: Create: Competency 3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning	1.4 Retrieve information in a timely, safe, and responsible manner: b. Accurately record citation information for each type of resource used
IV.A.2: Curate: Think: Competency 2. Learners act on	IV.A.2: Curate: Think: Competency 2. Learners act on	IV.A.2: Curate: Think: Competency 2. Learners act on	IV.A.2: Curate: Think: Competency 2: Learners act on	IV.A.2: Curate: Think: Competency 2: Learners act on	IV.A.2: Curate: Think: Competency 2: Learners act on	2.1 Analyze evidence to support a

an information need by: 2. Identifying possible sources of information	an information need by: 2. Identifying possible sources of information	an information need by: 2. Identifying possible sources of information	an information need by: 2. Identifying possible sources of information	an information need by: 2. Identifying possible sources of information	an information need by: 2. Identifying possible sources of information	research question
IV.B.4: Curate: Create: Competency 4. Learners gather information appropriate to the task by: 4. Organizing information by priority, topic, or other systematic scheme	IV.B.4: Curate: Create: Competency 4. Learners gather information appropriate to the task by: 4. Organizing information by priority, topic, or other systematic scheme	IV.B.4: Curate: Create: Competency 4. Learners gather information appropriate to the task by: 4. Organizing information by priority, topic, or other systematic scheme	IV.B.4: Curate: Create: Competency 4: Learners gather information appropriate to the task by: 4. Organizing information by priority, topic or other systematic scheme	IV.B.4: Curate: Create: Competency 4: Learners gather information appropriate to the task by: 4. Organizing information by priority, topic or other systematic scheme	IV.B.4: Curate: Create: Competency 4: Learners gather information appropriate to the task by: 4. Organizing information by priority, topic or other systematic scheme	2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources: c. Explain the authority, timeliness, and/or accuracy of specific information resources
			IV.B.1: Curate: Create: Competency 1: Learners gather information appropriate to the task by: 1. Seeking a variety of sources	IV.B.1: Curate: Create: Competency 1: Learners gather information appropriate to the task by: 1. Seeking a variety of sources	IV.B.1: Curate: Create: Competency 1: Learners gather information appropriate to the task by: 1. Seeking a variety of sources	3.2 Draw conclusions and make informed decisions: a. Analyze evidence to support a research question

V.C.1: Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	V.C.1: Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	V.C.1. Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	V.C.1. Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	V.C.1. Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	V.C.1. Explore: Share: Competency 1. Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance	4.3 Appreciate and respond to creative expressions of information: a. Demonstrate a variety of methods to engage the audience when presenting information
V.A.1: Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	V.A.1: Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	V.A.1. Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	V.A.1. Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	V.A.1. Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	V.A.1. Explore: Think: Competency 1. Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes	4.3 Appreciate and respond to creative expressions of information: c. Evaluate one's own research process and that of others in a respectful, cooperative, and productive way

Physical Education						
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
<b>LOCOMOTOR</b>						
K.S1.E1 Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance	1.S1.E1 Hops, gallops, jogs and slides using a mature pattern	2.S1.E1 Skips using a mature pattern	S1.E13.3 Throws underhand to a partner or target with accuracy	4.S1.E2 Runs for distance using a mature pattern	5.S1.E1 Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments	6.S1.M2 Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base)
K.S1.E3 Performs jumping and landing actions with balance	1.S1.E16 Catches various sizes of balls self-tossed or tossed by a skilled thrower	2.S1.E2 Runs with a mature pattern	3.S1.E14 Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in non dynamic environments (closed skills), for distance and/or force	4.S1.E6 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks	5.S1.E2 Uses appropriate pacing for a variety of running distances	6.S1.M3 Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks
K.S1.E13 Throws underhand with opposite foot forward	1.S1.E10 Demonstrates twisting, curling, bending & stretching actions	2.S1.E2 Travels showing differentiation between jogging and sprinting	3.S1.E16 Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern	5.S1.E13 Throws underhand using mature pattern in non dynamic environments (closed skills), with different sizes and types of objects	5.S1.E13 Throws overhand to a large target with accuracy	6.S1.M4 Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed

						with competency in invasion games such as basketball, flag football, speedball or team handball
K.S1.E16 Catches a large ball tossed by a skilled thrower	1.S1.E13 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern	2.S1.E3 Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1- and 2-foot take-offs and landings	3.S1.E18 Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body	4.S1.E14 Throws overhand to a partner or at a target with accuracy at a reasonable distance	5.S1.E16 Catches with reasonable accuracy in dynamic, small-sided practice tasks	6.S1.M5 Throws, while stationary, a leading pass to a moving receiver
K.S1.E21 Kicks a stationary ball from a stationary position demonstrating 2 of the 5 elements of a mature kicking pattern	1.S1.E16 Catches various sizes of balls self-tossed or tossed by a skilled thrower	2.S1.E10 Differentiates among twisting, curling, bending & stretching actions	3.S1.E21 Uses a continuous running approach and kicks a stationary ball for accuracy	4.S1.E16 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment		6.S1.M6 Performs pivots, fakes and jab steps designed to create open space during practice tasks
	1.S1.E21 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern	2.S1.E13 Throws underhand using a mature pattern				6.S1.M11 Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the

						offensive player
		2.S1.E16 Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body				
		2.S1.E18 Dribbles with the feet in general space with control of ball and body				
		2.S1.E21 Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern				
<b>MOVEMENT CONCEPTS</b>						
K.S2.E2 Travels safely in straight, curved and zigzag pathways			3.S2.E3 Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation	4.S2.E1 Dribbles in general space with changes in direction and speed	5.S2.E3 Applies movement concepts to strategy in game situations	6.S2.M1 Creates open space by using locomotor or movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed,



						direction or pace)
				4.S2.E3 Applies the movement concepts of speed, endurance and pacing for various locomotor movement (e.g. Running)	5.S2.E5 Applies basic offensive and defensive strategies/tactics in invasion small sided practice tasks	6.S2.M6 Transitions from offense to defense or defense to offense by recovering quickly
<b>PERSONAL RESPONSIBILITY</b>						
K.S4.E1 Follows directions in group settings (e.g., safe behaviors, following rules, taking turns)	1.S4.E1 Accepts personal responsibility by using equipment and space appropriately	2.S4.E5 Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities	3.S4.E5 Recognizes and adheres to the role of rules and etiquette in physical activity with peers	S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults)	5.S4.E1 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee)	6.S4.M5 Cooperates with a small group of classmates during adventure activities, game play or team-building activities
K.S4.E6 Follows teacher directions for safe participation and proper use of equipment with minimal reminders	1.S4.E6 Follows teacher directions for safe participation and proper use of equipment without teacher reminders		3.S4.E5 Recognizes and adheres to the role of rules and etiquette in physical activity with peers			

Guidance					
Kindergarten	First	Second	Third	Fourth	Fifth-Sixth
SE.1.A.0K: Identify basic feelings.	SE.1.A.01: Identify a variety of feelings.	SE.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.	SE.1.A.03: Identify positive characteristics and areas for personal growth.	SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member.	SE.1.B.05: Develop strategies to balance family, school, and community roles.
SE.2.A.0K: Demonstrate how to be a friend.	SE.2.C.01: Express feelings effectively, both verbally and non-verbally.	SE.3.A.02: Practice the steps of problem solving and decision making for personal safety.	SE.2.A.03: Identify the interpersonal skills necessary to build quality relationships.	SE.2.A.04: Demonstrate respect for others' personal opinions and ideas.	SE.2.A.05: Exhibit mutual respect and compromise in relationships.
SE.2.B.0K: Identify similarities and differences between self and others.	SE.3.A.01: Identify steps of problem solving and decision making for personal safety.	SE.3.C.02: Recognize the effects of life changes or events related to self and others.	SE.3.A.03: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.	SE.3.A.04: Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.	SE.3.C.05: Evaluate various coping skills for managing life changes or events.
SE.3.A.0K: Identify safe and healthy choices at home and school.	SE.3.C.01: Recognize the effects of life changes or events related to self.	AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.	AD.4.A.03: Identify and practice study skills and test taking strategies.	AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.	AD.4.A.05: Demonstrate study skills and test taking strategies to enhance academic achievement.
AD.4.A.0K: Identify and follow classroom and school routines.	AD.4.B.01: Develop and practice work habits necessary for school success.	AD.5.A.02: Develop strategies to meet increased school expectations.	AD.5.A.03: Revise and practice strategies to meet increased school activities.	AD.5.A.04: Refine and apply strategies emphasizing individual responsibility for	AD.5.A.05: Develop an understanding of educational tasks and skills necessary to make a smooth

				educational tasks and skills.	transition to the middle school structure.
AD.6.A.0K: Identify the skills needed to be a successful learner.	AD.5.A.01: Identify increased school expectations.	AD.6.A.02: Identify goals that lead to learner success.	AD.6.A.03: Identify education goal-setting and self-assessment skills.	AD.6.A.04: Revise and practice educational goal-setting and self-assessment skills.	AD.6.A.05: Recognize the importance of an educational plan.
CD.7.A.0K: Identify likes and dislikes at home and school.	AD.6.A.01: Demonstrate the skills needed to be a successful learner.	CD.7.A.02: Identify new activities and interests to explore.	CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	CD.7.A.04: Compare interests and strengths with those of workers in the local community.	CD.7.A.05: Compare interests and strengths with those of workers in the global community.
CD.8.A.0K: Identify roles and responsibilities of family members in the world of work.	CD.7.A.01: Identify strengths and interests at home and school.	CD.8.A.02: Identify and compare roles and responsibilities of workers within the community.	CD.8.A.03: Explain what workers do and need to know in various careers.	CD.8.A.04: Relate current student learning to each of the six career paths.	CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.
CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school.	CD.8.A.01: Identify and compare roles and responsibilities of workers within the school.	CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community.	CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	CD.9.B.04 Identify the components of a portfolio.	

Agriculture					
Introduction to Agriculture 8	Introduction to Agriculture	Floriculture	Ag Construction	Ag Business/Leadership	Welding
Plant Systems			ARC WELDING		
	PS.01.01. Determine the influence of environmental factors on plant growth.				A.1 List and demonstrate the safety procedures for arc welding
	PS.01.02.01.a. Identify the major components of growing media and describe how growing media support plant growth.				A.3 Prepare metals for welding by cutting, grinding, and/or cleaning
		PS.03.03. Develop and implement a plan for integrated pest management for plant production.			A.4 Weld in all positions with stick welder [Shielded Metal Arc Welding]
		PS.04.01.02.c. Evaluate a design and provide feedback and suggestions for improvement (e.g., a floral arrangement, a landscape, or a landscape plan, etc.).			A.5 Weld in all positions with MIG welder [Gas Metal Arc Welding]
		PS.04.02.01.a. Research and summarize the principles and			A.9 Weld pipe

		elements of design for use in plant systems.			
		PS.04.02.02.a. Identify and categorize tools used for design (e.g., computer landscape software, drawing tools, florist tools, etc.			A.10 Apply principles of arc welding by performing common welds, identifying welding equipment, and answering welding-related questions
Environmental Services Systems					FINISHING
	ESS.03.05. Apply ecology principles to environmental service systems.				B.1 Prepare surfaces for finishing
Agribusiness Systems					METALS
				ABS.01.01.01.b. Apply microeconomic principles to calculate values associated with different inputs and outputs in AFNR businesses (e.g., price, point of equilibrium, opportunity costs, marginal costs, etc.).	C.1 Select metals by design and strength
				ABS.01.01.01.c. Create strategies to maximize the efficiency of AFNR business inputs and outputs using	

				microeconomic principles.
				ABS.01.01.02.a. Examine and provide examples of macroeconomic principles related to ASFNR businesses (e.g., Gross Domestic Product, inflation, capital accounts, unemployment rate, etc.).
	ABS.02. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.			ABS.02.01.01.c. Select appropriate accounting systems and develop accounting procedures to maintain records for AFNR businesses.
				ABS.03.02.01.a. Research and summarize the characteristics of different types of credit instruments available to AFNR businesses (e.g., lines of credit, operating notes, alternative sources of capital, etc.).

				ABS.05.03.02.a. Research and categorize different strategies used in marketing programs for AFNR businesses (e.g., Internet, direct to customer, social media, etc.).
				ABS.05.02.01.a. Identify and explain components of the sales process for AFNR businesses (e.g., understanding needs, develop solutions, close sale, etc.).
				ABS.04.01.01.b. Classify the characteristics of successful entrepreneurs in AFNR businesses.
Animal Systems				
	AS.01.01. Evaluate the development and implications of animal origin, domestication, and distribution on production practices and the environment.			
Power, Structural, and Technical Systems				

	PST. 01.02.02.a. Identify the tools, machines, and equipment needed to construct and/or fabricate a project in AFNR.			
			PST.01.03. Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch, etc.).	
	PST.01.03.01.a. Compare and contrast the principles and procedures of different welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen, and plasma, arc, torch, etc.).			
			PST.02.02.02.b. Apply safety principles and applicable regulations to operate equipment, machinery, and power units used in AFNR power,	



			structural and technical systems.	
			PST. 03.01.01.a. Identify and classify components of internal combustion engines used in AFNR power, structural and technical systems.	
	PST.04.03.02.c. Assess site characteristics, identify adjustments, and demonstrate procedures for preparing a building site.			
			PST.04.03.03.c. Construct AFNR structures using wood and/or metal materials.	
			PST.04.01.02.c. Evaluate, plan, and design functional and efficient facilities for use in AFNR power, structural and technical systems.	
Career Ready Practices				
		CRP.01.01 Model personal responsibility in the workplace and	CRP.01.01 Model personal responsibility in the workplace and	

		community.	community.	
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\* National Agriculture, Food, and Natural Resources Content Standards

7th-8th Grade Band	High School Band	Music Appreciation
<p>MU: Re7B.7a a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>MU:Pr4A.E.1a a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p>	<p>MU: Re7B.6a b. Identify the context of music from a variety of genres, cultures, and historical periods.</p>
<p>MU:Cr2A.E.8a a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>MU:Pr4C.E.1a a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p>	<p>MU: Re7B.8a a. Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p>
<p>MU:Cr3B.E.8a a. Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p>MU:Pr5A.E.1a a. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p>MU: Re8A.8a a. Support personal interpretation of contrasting programs of music and explain how creators apply the elements of music within genres, cultures, and historical periods to convey expressive intent.</p>
<p>MU:Pr4A.E.8a a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<p>MU:Pr6A.E.1a . Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres .</p>	<p>MU: Re9A.7a a. Select from teacher-provided criteria to evaluate musical works or performances.</p>
<p>MU:Pr4C.E.8a a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p>MU:Pr6A.E.1b b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p>	<p>MU: Cn10A.8a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>

MU:Pr5A.E.8a a.Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	MU: Cn11A.8a a.Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU: Cn11A.8a a.Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re7A.E.8a a.Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	MU: Re9A.8a a. Apply appropriate personally developed criteria to evaluate musical works or performances.	MU: Cn11A.8a a.Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Re9A.E.8a a.Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	MU: Re7B.8a a.Compare how the elements of music and expressive qualities relate to the structure within programs of music.	MU: Re7B.6a b.Identify the context of music from a variety of genres, cultures, and historical periods.

ELA Electives				
	Public Speaking	Mythology	Poetry/Creative Writing	Horror/Dystopian
	READING			
RL.1	<b>COMPREHEND AND INTERPRET TEXTS (APPROACHING TEXTS AS A READER)</b>			
		11-12.RL.1.A. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	9-12.RL.1.A. Approach texts as a reader by comprehending and interpreting grade appropriate texts. Evidence/Inference: Draw conclusions, infer, and analyze by citing relevant and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	9-12.RL.1.A. Approach texts as a reader by comprehending and interpreting grade appropriate texts. Evidence/Inference: Draw conclusions, infer, and analyze by citing relevant and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		11-12.RL.1.D. Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text		9-12.RL.1.D. Approach texts as a reader by comprehending and interpreting grade appropriate texts. Theme: Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to life experiences
RL.2	<b>ANALYZE CRAFT AND STRUCTURE</b>			
				9-12.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone
		11-12.RL.2.B. Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from		

		what is implied		
RL.3	<b>SYNTHESIZE IDEAS FROM MULTIPLE TEXTS</b>			
<b>READING INFORMATIONAL TEXTS</b>				
RI.1	<b>COMPREHEND AND INTERPRET TEXTS</b>			
			9-10.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
				9-12.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials
RI.2	<b>ANALYZE CRAFT AND STRUCTURE</b>			
RI.3	<b>SYNTHESIZE IDEAS FROM MULTIPLE TEXTS</b>			
<b>WRITING</b>				
W.1	<b>APPROACHING THE TASK AS A RESEARCHER</b>			

		11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques		
W.2	<b>APPROACHING THE TASK AS A WRITER</b>			
			9-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques	9-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques
W.3	<b>APPROACHING THE TASK AS A READER</b>			
	11-12.W.3.B. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue			

	<p>11-12.W.3.B.b. Review, revise, and edit writing with consideration for the task, purpose, and audience. B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text</p>		<p>9-12.W.3.A. Revise, and edit writing with consideration for the task, purpose, and audience</p>	
			<p>9-12.W.3.A.a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content</p>	
			<p>9-12.W.3.A.a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content</p>	



			9-12.W.3.A.c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation	
<b>SPEAKING AND LISTENING</b>				
<b>SL.1</b>	<b>COLLABORATING</b>			
		11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed		
	11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives			

				<p><a href="#">9-12.SL.1.C</a>. Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed</p>
SL.2	<b>PRESENTING</b>			
	<p>11-12.SL2.A. Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners</p>			
	<p>11-12.SL2.B. Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience</p>			

	11-12.SL2.C. Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective			
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Family and Consumer Sciences					
7th Grade FACS	Baking and Pastry	Culinary Essentials and Arts	Child Development	International Cuisine	Personal Finance
1.2.4 Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.	8.2.5 Practice standard personal hygiene and wellness procedures.	8.2.1 Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	4.2.5 Analyze strategies that promote growth and development of children, youth and adults.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	FINANCIAL DECISION MAKING
2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.	8.4.3 Analyze food, equipment, and supplies needed for menu production.	8.2.5 Practice standard personal hygiene and wellness procedures.	4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.	1.1.B. Apply a rational decision making process to satisfy wants
8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food	8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.	8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.	4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.	8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.	BUYING GOODS AND SERVICES

groups.					
8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.	8.4.6 Record performance of menu items to analyze sales and determine menu revisions.	8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	12.1.1 Analyze physical, emotional, social, moral, and cognitive development.	8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	3.1.C. Create a budget that includes savings goals, emergency funds, fixed expenses and variable expenses
8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	8.5.3 Demonstrate knowledge of portion control and proper scaling and measurement techniques.	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	12.2.1 Analyze the influences of heredity and environment on human growth and development.	8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	3.2.A. Conduct research on product options to plan future purchases such as phone, car, home or vacation
13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.	8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.	8.5.4 Apply the fundamentals of time, temperature, cooking method to cooking, cooling, reheating, and holding a variety of foods.	13.3 Demonstrate communication skills that contribute to positive relationships.	8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.	3.4.A. Compare the services, service fees and requirements of various financial institutions such as banks, savings and loans, credit unions and virtual banks
16.4.5 Demonstrate basic skills for production, alteration, repair and recycling of textiles, fashion, and apparel.	8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation	15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.	8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.	SAVING

		techniques.			
	8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.		15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.	8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.	4.2.B. Use the Rule of 72 to calculate how long it takes money to double
				8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.	USING CREDIT
				14.1.4 Analyze the effects of global, regional, and local events and conditions on food choices and practices.	5.1.B. Compare sources of consumer credit such as credit cards, consumer loans, rent-to own, title and payday loans
					5.2.C. Explain the relationship between risk and interest including credit worthiness and down payment
					FINANCIAL INVESTING

7.2.E. Describe how diversification can lower investment risk

Foreign Language	
Foreign Language 1	Foreign Language 2
<b>Interpretive Communication</b>	
I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts	I can identify some basic facts from simple sentences and phrases with or without gestures or visuals in informational texts
I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts	I can identify some basic facts from simple sentences and phrases with or without gestures or visuals in fictional texts
I can understand familiar questions and statements from simple sentences in conversations	I can understand questions and statements from simple sentences in conversations, with the ability to use context clues to work around unknown words
<b>Interpersonal Communication</b>	
I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences
I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions
I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions
<b>Presentational Communication</b>	
I can present personal information about my life and activities, using simple sentences most of the time	I can present personal information about my life and activities, using simple sentences most of the time
I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences



I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences
Intercultural Communication	
In my own and other cultures I can identify some typical products related to familiar everyday life	In my own and other cultures I can identify some typical products related to familiar everyday life
In my own and other cultures I can identify some typical practices related to familiar everyday life	In my own and other cultures I can identify some typical practices related to familiar everyday life
I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness
I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations

\* ACTFL National Standards

Health		
7th Health	8th Health	HS Health
Functions and Interrelationships of Systems		
FS1B Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)		
FS1C Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)		
FS1G Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	FIS1G Analyze how learning is influenced by the brain's short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	
	FIS1J Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices	
		FIS2C Predict how the dynamics of relationships with family, groups, and community change as the individual matures
Risk Assessment and Reduction		

	RA1A Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases	
	RA1B Describe the body's lines of defense and the stages of disease progression (e.g., incubation)	
RA2B Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE		
		RA2C Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each
RA3C Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use		RA3C Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society
		RA4B Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)

Health Maintenance and Enhancement

	ME1A Analyze how social, emotional, physical, and mental health affect wellness	ME1D Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity
	ME2A Justify food sources that supply each of the essential nutrients	ME2D Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
	ME2B Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in "My Pyramid	
ME2C Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product		
	ME3A Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)	ME3C Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
ME4D Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)		

Math Electives	
GEOMETRY	DC College Algebra
CONGRUENCE	1.1 The student will be able to solve linear equations and inequalities.
<a href="#">G.CO.A.</a> Experiment with transformations in the plane.	1.2 The student will be able to solve quadratic equations and inequalities.
<a href="#">G.CO.B.</a> Understand congruence in terms of rigid motions.	1.3 The student will be able to solve exponential and logarithmic equations.
<a href="#">G.CO.C.</a> Prove geometric theorems.	2.1 The student will be able to model problems using linear functions.
<a href="#">G.CO.D.</a> Make geometric constructions.	2.2 The student will be able to model problems using quadratic functions.
SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY	2.3 The student will be able to model problems using rational functions.
G.SRT.A. Understand similarity in terms of similarity transformations.	2.4 The student will be able to model problems using exponential and logarithmic functions.
G.SRT.B. Prove theorems involving similarity.	3.1 The student will be able to graph and interpret linear functions.
CIRCLES	3.2 The student will be able to graph and interpret quadratic functions.
G.C.A. Understand and apply theorems about circles.	3.3 The student will be able to graph and interpret radical and rational functions.
G.C.A. Find arc lengths and areas of sectors of circles.	
EXPLORING GEOMETRIC PROPERTIES WITH EQUATIONS	
G.GPE.B. Use coordinates to prove geometric theorems algebraically.	
GEOMETRIC MEASUREMENT AND DIMENSION	
G.GMD.A. Explain volume formulas and use them to solve problems.	

FA7	Choir/FA8	Piano 7	Art I	Art II
<b>Visual Arts Standards</b>	<b>Visual Arts Standards</b>	<b>Fine Arts Standards</b>	<b>CREATE</b>	
VA:Cr2A.7 Demonstrative persistence in developing skills with various materials, methods, and approaches in creating works of art or design	VA:Cr2C.8 Select, organize, and design images and words to make visually clear and compelling presentations	MU:Cr1A.7a Generate rhythmic, melodic and harmonic phrases and variations over harmonic accompaniments within AB,ABA, or theme and variation forms that convey expressive intent	VA:Cr2A.I Engage in making a work of art or design without having a preconceived plan.	VA:Cr2A.III Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA:Pr6A.7 Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community	VA:Pr5A.8 Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer	MU: CR2A.7.a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent	VA:Cr3A.I Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	VA:Cr2A.III Reflect on, re engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
VA:Re9A.7 Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria	VA:Re9A.8 Create a convincing and logical argument to support an evaluation of art	MU: CR3a.7.a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources	<b>PRESENT</b>	

<p>VA:Cn10A.7 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community</p>	<p>VA:Cn10A.8 Make art collaboratively to reflect on and reinforce positive aspects of group identity</p>	<p>MU: Pr4A.7a. Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges and reasons for choices</p>	<p>VA:Pr4A.I Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p>	<p>VA:Pr4A.III Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.</p>
<p>MUSIC STANDARDS</p>	<p>MUSIC STANDARDS</p>	<p>MU: Pr5A.7a. Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when a piece is ready to perform</p>	<p>VA:Pr5A.I Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p>VA:Pr5A.III Investigate, compare, and contrast methods for preserving and protecting art.</p>
<p>7.1.A.a. Generate rhythmic, melodic and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent</p>	<p>8.1.A.a. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p>	<p>MU: Pr6A.7a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent</p>	<p>RESPOND</p>	

7.6.A.a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent	8.6.A.a. Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent	MU: Re7A.7a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose	VA:Re7B.I Analyze multiple ways that images influence specific audiences.	VA:Re7B.III Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
7.A.a. a. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose	8.9.A.a. Apply appropriate personally developed criteria to evaluate musical works or performances	MU: Re8A.7a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent	VA:Re9A.I Apply relevant criteria in order to evaluate a work of art or collection of works.	VA:Re9A.III Construct evaluations of a work of art or collection of works based on differing sets of criteria.
7.10.A.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	8.A.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MU: Re9A.7a. Select from teacher-provided criteria to evaluate musical works or performances	CONNECT	
		MU: Cn10A.7a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	VA:Cn10A.I Document the process of developing ideas from early stages to fully elaborated ideas.	VA:Cn10A.III Synthesize and relate knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art or design.



MU: Cn11A.7a.  
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

VA:Cn11A.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

VA:Cn11A.III Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

Physical Education				
PE 7	PE 8	PE 9	Lifetime Sports	Body Conditioning
S1.M2.7 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.	S1.M5.8 Throws a lead pass to a moving partner off a dribble or pass.	S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games).	S1.H3.L1- Rev. Demonstrates competency in performing activities that contribute to improving each of the five components of health-related fitness.	S1.H1.L2 Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).
S1.M3.7 Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.	S1.M6.8 Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.	S2.H2.L1 Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S2.H1.L1-Rev. Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.	S1.H3.L2-Rev. Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.
S1.M8.7 Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks.	S1.M8.8 Dribbles with dominant and nondominant hands using a change of speed and direction in small sided game play.	S3.H7.L1 Demonstrate appropriate technique in resistance-training machines and free weights.	S3.H9.L1 Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range	S2.H1.L2 - Rev. Design a personalized plan to implement movement concepts and principles.

			of motion).	
S1.M9.7 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.	S1.M9.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.	S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.	S3.H13.L1 Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	S2.H2.L2 Describes the speed/accuracy trade-off in throwing and striking skills.
S2.M2.7 Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.	S2.M2.8 Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.		S4.H3.L1 Uses communication skills and strategies that promote team/group dynamics.	S3.H3.L2 Applies rates of perceived exertion and pacing.
S2.M6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.		S4.H4.L1 Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.	S3.H12.L2 Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
S3.M4.7 Participates in a variety of strength-and-endurance-fitness activities such as weight or resistance training.	S2.M10.8 Identifies sacrifice situations and attempts to advance a teammate.		S5.H1.L1 Analyzes the health benefits of a self-selected physical activity.	S3.H13.L2 Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase.
S4.M1.7 Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.			S4.H3.L2 Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

PLTW Electives					
Computer Science Essentials (App Creator)	Computer Science Principles (CSP)	Civil Engineering and Architecture	Engineering Essentials	Game Design and Development	Forensic Science
STEL 1 Nature and Characteristics of Technology and Engineering					ENGINEERING DESIGN
STEL-1N Explain how the world around them guides technological development and engineering design			STEL-1N Explain how the world around them guides technological development and engineering design		HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
STEL-1Q Conduct research to inform intentional inventions and innovations that address specific needs and wants			STEL-1Q Conduct research to inform intentional inventions and innovations that address specific needs and wants		HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
STEL 2 Core Concepts of Technology and Engineering					HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and

					aesthetics as well as possible social, cultural, and environmental impacts
		STEL-2T Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making	STEL-2T Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making		HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
		STEL-2W Select resources that involve tradeoffs between competing values, such as availability, cost, desirability, and waste while solving problems	STEL-2W Select resources that involve tradeoffs between competing values, such as availability, cost, desirability, and waste while solving problems		LIFE SCIENCE
		STEL-2X Cite examples of the criteria and constraints of a product or system and how they affect final design	STEL-2X Cite examples of the criteria and constraints of a product or system and how they affect final design	STEL-2X Cite examples of the criteria and constraints of a product or system and how they affect final design	HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems

					of specialized cells
STEL-2Z Use management processes in planning, organizing, and controlling work		STEL-2Z Use management processes in planning, organizing, and controlling work	STEL-2Z Use management processes in planning, organizing, and controlling work	STEL-2Z Use management processes in planning, organizing, and controlling work	HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms
STEL 4 Impacts of Technology					HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales
STEL-4P Evaluate ways that technology can impact individuals, society, and the environment	STEL-4P Evaluate ways that technology can impact individuals, society, and the environment		STEL-4P Evaluate ways that technology can impact individuals, society, and the environment		HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring

	STEL-4S Develop a solution to a technological problem that has the least negative environmental and social impact				HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors
	STEL-4T Evaluate how technologies alter human health and capabilities				HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population
STEL 5 Influence of Society on Technological Development					*Next Generation Science Standards
STEL-5H Evaluate a technological innovation that arose from a specific society's unique need or want	STEL-5H Evaluate a technological innovation that arose from a specific society's unique need or want				
STEL-5I Evaluate a technological innovation that was met with societal resistance impacting its development					

STEL 7 Design in Technology and Engineering Education

STEL-7W Determine the best approach by evaluating the purpose of the design	STEL-7W Determine the best approach by evaluating the purpose of the design			
	STEL-7Y Optimize a design by addressing desired qualities within criteria and constraints	STEL-7Y Optimize a design by addressing desired qualities within criteria and constraints	STEL-7Y Optimize a design by addressing desired qualities within criteria and constraints	
STEL-7Z Apply principles of human-centered design		STEL-7Z Apply principles of human-centered design	STEL-7Z Apply principles of human-centered design	
	STEL-7AA Illustrate principles, elements and factors of design	STEL-7AA Illustrate principles, elements and factors of design		STEL-7AA Illustrate principles, elements and factors of design
	STEL-7BB Implement the best possible solution to a design	STEL-7BB Implement the best possible solution to a design	STEL-7BB Implement the best possible solution to a design	STEL-7BB Implement the best possible solution to a design
STEL-7CC Apply a broad range of design skills to their design process	STEL-7CC Apply a broad range of design skills to their design process	STEL-7CC Apply a broad range of design skills to their design process		STEL-7CC Apply a broad range of design skills to their design process
	STEL-7DD Apply a broad range of making skills to their design process	STEL-7DD Apply a broad range of making skills to their design process		STEL-7DD Apply a broad range of making skills to their design process

STEL 8 Applying, Maintaining, and Assessing Technological Products and Systems



STEL-8N Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems		STEL-8N Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems		STEL-8N Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems
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\* Standards for Technological and Engineering Literacy

Psychology	Sociology	Yearbook
B.1 Structure and function of the nervous system and endocrine system in humans	1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences	Media Arts Standards
B.2 The interaction between biological factors and experiences	1.4 Students will identify, differentiate among, and apply a variety of sociological theories. (structural functionalism; conflict; symbolic interaction)	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work
S.1-2 The functions of sensory systems and the capabilities and limitations of sensory processes	2.1 Students will describe the components of culture. (material and nonmaterial culture; norms & values; subcultures)	Integrate a sophisticated personal aesthetic and knowledge of systems processes in forming, testing, and proposing original artistic ideas, prototypes, and production frameworks, considering complex constraints of goals, time, resources, and personal limitations
C.1-3 The different states and levels of consciousness including sleep; dreams; and psychoactive drugs and their effects	2.2 Students will analyze how culture influences individuals, including themselves. (examples - ethnocentrism; American values)	ELA Standards
CO.1-2 Fundamental processes of thinking and problem solving	2.3 Students will evaluate important social institutions and how they respond to social needs. (Social institutions such as: family, education, religion, economy, and government)	11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques
M.1-2 Processes of memory and factors influencing memory	3.1 Students will describe the process of socialization across the life course. (Primary agents of socialization: family, peers, media, schools, and religion; Deviance and conformity)	11-12.W.3.A.a. Review, revise, and edit writing with consideration for the task, purpose, and audience. a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's

		purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content
P.1-2 The process of perception and the interaction between the person and the environment in determining perception	*ASA High School Standards	11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
LS.2 Physical, cognitive, and social development across the lifespan (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)		11-12.SL.1.C. Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
L.1-3 Classical conditioning; Operant conditioning; Observational learning, social learning theory, and mental processes in learning		11-12.SL.3.A.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
PE.1-2 Empirical approaches to studying and understanding personality and assessment of personality		
ME.4 Emotional interpretation and expression (interpersonal and intrapersonal)		
D.1-2 Perspectives of abnormal behavior and categories of psychological disorder		
H.1-2 Stress and coping plus psychological science promotes mental and physical health and wellness		

\*APA National Standards