# Walton Charter Academy
# Schedule 7d
# Curriculum

# VISUAL ARTS - Creating

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**
**Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.**
**Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?**

**Investigate - Plan - Make**

| Pre K<br>VA:Cr1.1.PKa | Kindergarten<br>VA:Cr1.1.Ka | 1st<br>VA:Cr1.1.1a | 2nd<br>VA:Cr1.1.2a | 3rd<br>VA:Cr1.1.3a | 4th<br>VA:Cr1.1.4a | 5th<br>VA:Cr1.1.5a | 6th<br>VA:Cr1.1.6a | 7th<br>VA:Cr1.1.7a | 8th<br>VA:Cr1.1.8a | HS Proficient<br>VA:Cr1.1.Ia | HS Accomplished<br>VA:Cr1.1.IIa | HS Advanced<br>VA:Cr1.1.IIIa |
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| Engage in self-directed play with materials. | Engage in exploration and imaginative play with materials. | Engage collaboratively in exploration and imaginative play with materials. | Brainstorm collaboratively multiple approaches to an art or design problem. | Elaborate on an imaginative idea. | Brainstorm multiple approaches to a creative art or design problem. | Combine ideas to generate an innovative idea for art-making. | Combine concepts collaboratively to generate innovative ideas for creating art. | Apply methods to overcome creative blocks. | Document early stages of the creative process visually and/or verbally in traditional or new media. | Use multiple approaches to begin creative endeavors. | Individually or collaboratively formulate new creative problems based on student's existing artwork. | Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change. |

**Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.**
**Essential Question(s): How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?**

| Pre K<br>VA:Cr1.2.PKa | Kindergarten<br>VA:Cr1.2.Ka | 1st<br>VA:Cr1.2.1a | 2nd<br>VA:Cr1.2.2a | 3rd<br>VA:Cr1.2.3a | 4th<br>VA:Cr1.2.4a | 5th<br>VA:Cr1.2.5a | 6th<br>VA:Cr1.2.6a | 7th<br>VA:Cr1.2.7a | 8th<br>VA:Cr1.2.8a | HS Proficient<br>VA:Cr1.2.Ia | HS Accomplished<br>VA:Cr1.2.IIa | HS Advanced<br>VA:Cr1.2.IIIa |
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| Engage in self-directed, creative making. | Engage collaboratively in creative art-making in response to an artistic problem. | Use observation and investigation in preparation for making a work of art. | Make art or design with various materials and tools to explore personal interests, questions, and curiosity. | Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. | Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. | Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. | Formulate an artistic investigation of personally relevant content for creating art. | Develop criteria to guide making a work of art or design to meet an identified goal. | Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. | Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. | Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept. |


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**Anchor Standard 2: Organize and develop artistic ideas and work.**

**Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches**

**Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**

| Pre K<br>VA:Cr2.1.PKa | Kindergarten<br>VA:Cr2.1.Ka | 1st<br>VA:Cr2.1.1a | 2nd<br>VA:Cr2.1.2a | 3rd<br>VA:Cr2.1.3a | 4th<br>VA:Cr2.1.4a | 5th<br>VA:Cr2.1.5a | 6th<br>VA:Cr2.1.6a | 7th<br>VA:Cr2.1.7a | 8th<br>VA:Cr2.1.8a | HS Proficient<br>VA:Cr2.1.Ia | HS Accomplished<br>VA:Cr2.1.IIa | HS Advanced<br>VA:Cr2.1.IIIa |
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| Use a variety of art-making tools | Through experimentation, build skills in various media and approaches to art-making. | Explore uses of materials and tools to create works of art or design. | Experiment with various materials and tools to explore personal interests in a work of art or design. | Create personally satisfying artwork using a variety of artistic processes and materials. | Explore and invent art-making techniques and approaches. | Experiment and develop skills in multiple art-making techniques and approaches through practice. | Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. | Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. | Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing. | Engage in making a work of art or design without having a preconceived plan. | Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |

**Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.**

**Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?**

**Investigate**

| Pre K<br>VA:Cr2.2.PKa | Kindergarten<br>VA:Cr2.2.Ka | 1st<br>VA:Cr2.2.1a | 2nd<br>VA:Cr2.2.2a | 3rd<br>VA:Cr2.2.3a | 4th<br>VA:Cr2.2.4a | 5th<br>VA:Cr2.2.5a | 6th<br>VA:Cr2.2.6a | 7th<br>VA:Cr2.2.7a | 8th<br>VA:Cr2.2.8a | HS Proficient<br>VA:Cr2.2.Ia | HS Accomplished<br>VA:Cr2.2.IIa | HS Advanced<br>VA:Cr2.2.IIIa |
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| a. Share materials with others. | a. Identify safe and non-toxic art materials, tools, and equipment. | Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. | Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. | Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. | When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. | Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. | Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment. | Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats. | Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. | Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. | Demonstrate awareness of ethical implications of making and distributing creative work. | 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. |

**Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.**

**Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?**

| Pre K<br>VA:Cr2.3.PKa | Kindergarten<br>VA:Cr2.3.Ka | 1st<br>VA:Cr2.3.1a | 2nd<br>VA:Cr2.3.2a | 3rd<br>VA:Cr2.3.3a | 4th<br>VA:Cr2.3.4a | 5th<br>VA:Cr2.3.5a | 6th<br>VA:Cr2.3.6a | 7th<br>VA:Cr2.3.7a | 8th<br>VA:Cr2.3.8a | HS Proficient<br>VA:Cr2.3.Ia | HS Accomplished<br>VA:Cr2.3.IIa | HS Advanced<br>VA:Cr2.3.IIIa |
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| Create and tell about art that communicates a story about a familiar place or object. | Create art that represents natural and constructed environments. | Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means. | Repurpose objects to make something new. | Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. | Document, describe, and represent regional constructed environments. | Identify, describe, and visually document places and/or objects of personal significance. | Design or redesign objects, places, or systems that meet the identified needs of diverse users. | Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. | Select, organize, and design images and words to make visually clear and compelling presentations. | Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. | Redesign an object, system, place, or design in response to contemporary issues. | Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives. |


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**Anchor Standard 3: Refine and complete artistic work.**
**Enduring Understanding: Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.**
**Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?**

| | Pre K<br>VA:Cr3.1.PKa | Kindergarten<br>VA:Cr3.1.Ka | 1st<br>VA:Cr3.1.1a | 2nd<br>VA:Cr3.1.2a | 3rd<br>VA:Cr3.1.3a | 4th<br>VA:Cr3.1.4a | 5th<br>VA:Cr3.1.5a | 6th<br>VA:Cr3.1.6a | 7th<br>VA:Cr3.1.7a | 8th<br>VA:Cr3.1.8a | HS Proficient<br>VA:Cr3.1.Ia | HS Accomplished<br>VA:Cr3.1.IIa | HS Advanced<br>VA:Cr3.1.IIIa |
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| **Reflect - Refine - Continue** | Share and talk about personal artwork. | Explain the process of making art while creating. | Use art vocabulary to describe choices while creating art. | Discuss and reflect with peers about choices made in creating artwork. | Elaborate visual information by adding details in an artwork to enhance emerging meaning. | Revise artwork in progress on the basis of insights gained through peer discussion. | Create artist statements using art vocabulary to describe personal choices in art-making. | Reflect on whether personal artwork conveys the intended meaning and revise accordingly. | Reflect on and explain important information about personal artwork in an artist statement or another format. | Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress. | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. | Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. |


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# VISUAL ARTS - Presenting

**Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.**
**Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.**
**Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?**

| | Pre K<br>VA:Pr4.1.PKa | Kindergarten<br>VA:Pr4.1.Ka | 1st<br>VA:Pr4.1.1a | 2nd<br>VA:Pr4.1.2a | 3rd<br>VA:Pr4.1.3a | 4th<br>VA:Pr4.1.4a | 5th<br>VA:Pr4.1.5a | 6th<br>VA:Pr4.1.6a | 7th<br>VA:Pr4.1.7a | 8th<br>VA:Pr4.1.8a | HS Proficient<br>VA:Pr4.1.Ia | HS Accomplished<br>VA:Pr4.1.IIa | HS Advanced<br>VA:Pr4.1.IIIa |
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| **Select** | Identify reasons for saving and displaying objects, artifacts, and artwork. | Select art objects for personal portfolio and display, explaining why they were chosen. | Explain why some objects, artifacts, and artwork are valued over others. | Categorize artwork based on a theme or concept for an exhibit. | Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. | Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork. | Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. | Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. | Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced. | Develop and apply criteria for evaluating a collection of artwork for presentation. | Analyze, select, and curate artifacts and/or artworks for presentation and preservation. | Analyze, select, and critique personal artwork for a collection or portfolio presentation. | Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. |

**Anchor Standard 5: Develop and refine artistic techniques and work for presentation.**
**Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.**
**Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?**

| | Pre K<br>VA:Pr5.1.PKa | Kindergarten<br>VA:Pr5.1.Ka | 1st<br>VA:Pr5.1.1a | 2nd<br>VA:Pr5.1.2a | 3rd<br>VA:Pr5.1.3a | 4th<br>VA:Pr5.1.4a | 5th<br>VA:Pr5.1.5a | 6th<br>VA:Pr5.1.6a | 7th<br>VA:Pr5.1.7a | 8th<br>VA:Pr5.1.8a | HS Proficient<br>VA:Pr5.1.Ia | HS Accomplished<br>VA:Pr5.1.IIa | HS Advanced<br>VA:Pr5.1.IIIa |
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| **Analyze** | Identify places where art may be displayed or saved. | Explain the purpose of a portfolio or collection. | Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation. | Distinguish between different materials or artistic techniques for preparing artwork for presentation. | Identify exhibit space and prepare works of art including artists' statements, for presentation. | Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. | Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. | 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. | Based on criteria, analyze and evaluate methods for preparing and presenting art. | Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. | Analyze and evaluate the reasons and ways an exhibition is presented. | Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. | Investigate, compare, and contrast methods for preserving and protecting art. |


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**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

**Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.**

**Essential Question(s):What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?**

| | Pre K<br>VA:Pr6.1.PKa | Kindergarten<br>VA:Pr6.1.Ka | 1st<br>VA:Pr6.1.1a | 2nd<br>VA:Pr6.1.2a | 3rd<br>VA:Pr6.1.3a | 4th<br>VA:Pr6.1.4a | 5th<br>VA:Pr6.1.5a | 6th<br>VA:Pr6.1.6a | 7th<br>VA:Pr6.1.7a | 8th<br>VA:Pr6.1.8a | HS Proficient<br>VA:Pr6.1.Ia | HS Accomplished<br>VA:Pr6.1.IIa | HS Advanced<br>VA:Pr6.1.IIIa |
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| **Share** | Identify where art is displayed both inside and outside of school. | Explain what an art museum is and distinguish how an art museum is different from other buildings. | Identify the roles and responsibilities of people who work in and visit museums and other art venues. | Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. | Identify and explain how and where different cultures record and illustrate stories and history of life through art. | Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. | Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. | Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community. | Compare and contrast viewing and experiencing collections and exhibitions in different venues. | Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | Make, explain, and justify connections between artists or artwork and social, cultural, and political history. | Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences. |


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# VISUAL ARTS - Responding

**Anchor Standard 7: Perceive and analyze artistic work**
**Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.**
**Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?**

**Perceive**

| Pre K<br>VA:Re.7.1.Pka | Kindergarten<br>VA:Re.7.1.Ka | 1st<br>VA:Re.7.1.1a | 2nd<br>VA:Re.7.1.2a | 3rd<br>VA:Re.7.1.3a | 4th<br>VA:Re.7.1.4a | 5th<br>VA:Re.7.1.5a | 6th<br>VA:Re.7.1.6a | 7th<br>VA:Re.7.1.7a | 8th<br>VA:Re.7.1.8a | HS Proficient<br>VA:Re.7.1.Ia | HS Accomplished<br>VA:Re.7.1.IIa | HS Advanced<br>VA:Re.7.1.IIIa |
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| Recognize art in one's environment. | Identify uses of art within one's personal environment. | Select and describe works of art that illustrate daily life experiences of one's self and others. | Perceive and describe aesthetic characteristics of one's natural world and constructed environments. | Speculate about processes an artist uses to create a work of art. | Compare responses to a work of art before and after working in similar media. | Compare one's own interpretation of a work of art with the interpretation of others. | Identify and interpret works of art or design that reveal how people live around the world and what they value. | Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. | Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. | Hypothesize ways in which art influences perception and understanding of human experiences. | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. | Analyze how responses to art develop over time based on knowledge of and experience with art and life. |

**Enduring Understanding: Visual imagery influences understanding of and responses to the world.**
**Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?**

| Pre K<br>VA:Re.7.2.Pka | Kindergarten<br>VA:Re.7.2.Ka | 1st<br>VA:Re.7.2.1a | 2nd<br>VA:Re.7.2.2a | 3rd<br>VA:Re.7.2.3a | 4th<br>VA:Re.7.2.4a | 5th<br>VA:Re.7.2.5a | 6th<br>VA:Re.7.2.6a | 7th<br>VA:Re.7.2.7a | 8th<br>VA:Re.7.2.8a | HS Proficient<br>VA:Re.7.2.Ia | HS Accomplished<br>VA:Re.7.2.IIa | HS Advanced<br>VA:Re.7.2.IIIa |
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| Distinguish between images and real objects. | Describe what an image represents. | Compare images that represent the same subject. | Categorize images based on expressive properties. | Determine messages communicated by an image. | Analyze components in visual imagery that convey messages. | Identify and analyze cultural associations suggested by visual imagery. | Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. | Analyze multiple ways that images influence specific audiences. | Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. | Analyze how one's understanding of the world is affected by experiencing visual imagery. | Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. | Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture. |


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| | **Anchor Standard 8: Interpret intent and meaning in artistic work.**<br>**Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.**<br>**Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?** | | | | | | | | | | | | |
| | **Pre K**<br>**VA:Re8.1.Pka** | **Kindergarten**<br>**VA:Re8.1.Ka** | **1st**<br>**VA:Re8.1.1a** | **2nd**<br>**VA:Re8.1.2a** | **3rd**<br>**VA:Re8.1.3a** | **4th**<br>**VA:Re8.1.4a** | **5th**<br>**VA:Re8.1.5a** | **6th**<br>**VA:Re8.1.6a** | **7th**<br>**VA:Re8.1.7a** | **8th**<br>**VA:Re8.1.8a** | **HS Proficient**<br>**VA:Re8.1.Ia** | **HS Accomplished**<br>**VA:Re8.1.IIa** | **HS Advanced**<br>**VA:Re8.1.IIIa** | |
| **Analyze** | Interpret art by identifying and describing subject matter. | Interpret art by identifying subject matter and describing relevant details. | Interpret art by categorizing subject matter and identifying the characteristics of form. | Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. | Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. | Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media. | Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. | Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. | Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed. | Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. | Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. | |
| | **Anchor Standard 9: Apply criteria to evaluate artistic work.**<br>**Enduring Understanding: People evaluate art based on various criteria.**<br>**Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?** | | | | | | | | | | | | |
| | **Pre K**<br>**VA:Re9.1.Pka** | **Kindergarten**<br>**VA:Re9.1.Ka** | **1st**<br>**VA:Re9.1.1a** | **2nd**<br>**VA:Re9.1.2a** | **3rd**<br>**VA:Re9.1.3a** | **4th**<br>**VA:Re9.1.4a** | **5th**<br>**VA:Re9.1.5a** | **6th**<br>**VA:Re9.1.6a** | **7th**<br>**VA:Re9.1.7a** | **8th**<br>**VA:Re9.1.8a** | **HS Proficient**<br>**VA:Re9.1.Ia** | **HS Accomplished**<br>**VA:Re9.1.IIa** | **HS Advanced**<br>**VA:Re9.1.IIIa** | |
| **Interpret** | Select a preferred artwork. | Explain reasons for selecting a preferred artwork. | Classify artwork based on different reasons for preferences. | Use learned art vocabulary to express preferences about artwork. | Evaluate an artwork based on given criteria. | Apply one set of criteria to evaluate more than one work of art. | Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. | Develop and apply relevant criteria to evaluate a work of art. | 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. | Create a convincing and logical argument to support an evaluation of art. | Establish relevant criteria in order to evaluate a work of art or collection of works. | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. | Construct evaluations of a work of art or collection of works based on differing sets of criteria. | |


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# VISUAL ARTS - Connecting

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**
**Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.**
**Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?**

| | Pre K<br>VA:Cn10.1.Pka | Kindergarten<br>VA:Cn10.1.Ka | 1st<br>VA:Cn10.1.1a | 2nd<br>VA:Cn10.1.2a | 3rd<br>VA:Cn10.1.3a | 4th<br>VA:Cn10.1.4a | 5th<br>VA:Cn10.1.5a | 6th<br>VA:Cn10.1.6a | 7th<br>VA:Cn10.1.7a | 8th<br>VA:Cn10.1.8a | HS Proficient<br>VA:Cn10.1.Ia | HS Accomplished<br>VA:Cn10.1.IIa | HS Advanced<br>VA:Cn10.1.IIIa |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Synthesize | Explore the world using descriptive and expressive words and art-making. | Create art that tells a story about a life experience. | Identify times, places, and reasons by which students make art outside of school. | Create works of art about events in home, school, or community life. | Develop a work of art based on observations of surroundings. | Create works of art that reflect community cultural traditions. | Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. | Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making. | Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community. | Make art collaboratively to reflect on and reinforce positive aspects of group identity. | Document the process of developing ideas from early stages to fully elaborated ideas. | Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making. | Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. |

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**
**Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.**
**Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?**

| | Pre K<br>VA:Cn11.1.Pka | Kindergarten<br>VA:Cn11.1.Ka | 1st<br>VA:Cn11.1.1a | 2nd<br>VA:Cn11.1.2a | 3rd<br>VA:Cn11.1.3a | 4th<br>VA:Cn11.1.4a | 5th<br>VA:Cn11.1.5a | 6th<br>VA:Cn11.1.6a | 7th<br>VA:Cn11.1.7a | 8th<br>VA:Cn11.1.8a | HS Proficient<br>VA:Cn11.1.Ia | HS Accomplished<br>VA:Cn11.1.IIa | HS Advanced<br>VA:Cn11.1.IIIa |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Relate | Recognize that people make art. | Identify a purpose of an artwork. | Understand that people from different places and times have made art for a variety of reasons. | Compare and contrast cultural uses of artwork from different times and places. | Recognize that responses to art change depending on knowledge of the time and place in which it was made. | Through observation, infer information about time, place, and culture in which a work of art was created. | Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | Analyze how art reflects changing times, traditions, resources, and cultural uses. | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. | Describe how knowledge of culture, traditions, and history may influence personal responses to art. | Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |


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# Kindergarten Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>**Reading:**<br>Falling in Love with Reading! | **Narrative** | **6 weeks** | In this unit, you will fuel students' passion for reading. You will inspire their love of characters, words, and knowledge. Through modeling, you will help them to achieve that lost-in-a-book, engaged sort of reading that makes reading fun. You will introduce them to some foundational reading strategies that they will then use across the year. You will begin to expose them to concepts about print, helping them to understand the difference between text and picture. You will also begin to build habits that lead to robust classroom discussion. |
| **Unit 2**<br>STORY Part 1 | **Narrative** | **6 weeks** | In this unit, you will introduce your students to the concept of genre. You will begin to develop their understanding that fiction texts contain story elements, and you will support them in identifying characters and setting. You will do all of this through the context that when a story is retold, that retell must include the most important events within the story. |
| **Unit 3**<br>Reading to Learn | **Non-fiction** | **6 weeks** | In this unit, your job is to ignite interest and curiosity about non-fiction topics, so students will learn new information, ask questions, and share their newfound knowledge with others. Students will learn some of the characteristics of non-fiction texts and apply key skills and strategies to support their understanding of informational text. |
| **Unit 4**<br>Getting to Know the Characters | **Narrative** | **6 weeks** | In this unit, your students will begin to deeply examine the characters in their stories. They will use their actions to help them understand what the characters are like. Additionally, you will expose your students to the genre of Fairy Tales. |
| **Unit 5**<br>STORY Elements Part 2 | **Narrative** | **10 weeks** | In this unit, you will guide students to master the story elements. You will support them in arriving at the understanding that narrative texts evolve around two critical events: the problem and the solution. You will provide them with structures for how to discuss each of the story elements. |

# Kindergarten Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RL.K.1** | With prompting and support, ask and answer questions about key details in a text. | **X** | | | **X** | *X* |
| **RL.K.2** | With prompting and support, retell familiar stories, including key details. | **X** | **X** | | ***X*** | **X** |
| **RL.K.3** | With prompting and support, identify characters, settings, and major events in a story. | | **X** | | **X** | **X**<br>*X* |
| **RL.K.4** | Ask and answer questions about unknown words in a text. | **X** | | | **X** | |
| **RL.K.5** | Recognize common types of texts (e.g., storybooks, poems). | | **X** | | *X* | |
| **RL.K.6** | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **X** | | | | |
| **RL.K.7** | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | **X** | *X* | | | |
| **RL.K.9** | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | | **X** | |
| **RL.K.10** | Actively engage in group reading activities with purpose and understanding. | **X** | **X** | | **X** | **X** |

# Kindergarten Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RI.K.1** | With prompting and support, ask and answer questions about key details in a text. | | | **X** | | |
| **RI.K.2** | With prompting and support, identify the main topic and retell key details of a text. | | | **X** | | |
| **RI.K.3** | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | **X** | | |
| **RI.K.4** | With prompting and support, ask and answer questions about unknown words in a text. | | | **X** | | |
| **RI.K.5** | Identify the front cover, back cover, and title page of a book. | | | **X** | | |
| **RI.K.6** | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | **X** | | |
| **RI.K.7** | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | **X** | | |
| **RI.K.8** | With prompting and support, identify the reasons an author gives to support points in a text. | | | **X** | | |
| **RI.K.9** | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | **X** | | |
| **RI.K.10** | Actively engage in group reading activities with purpose and understanding. | | | **X** | | |

# 1st Grade Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>Falling in Love with Reading! | **Narrative** | **4 weeks** | In this unit, you will fuel scholars' passion for reading. You will inspire their love of characters, words, and knowledge. Through modeling, you will help them to achieve that lost-in-a-book, engaged sort of reading that makes reading fun. Additionally, you will review fundamental reading strategies that scholars learned in kindergarten: previewing, predicting, and visualizing. |
| **Unit 2**<br>Story Elements | **Narrative** | **6 weeks** | In this unit, you will drive your scholars to think deeply about the plot of the story. You will guide their understanding that all fiction stories contain certain story elements. You will develop their ability to identify each of the STORY elements and back up their thinking utilizing evidence from the text and pictures. |
| **Unit 3**<br>Reading to Learn | **Non-fiction** | **6 weeks** | In this unit, you will expose your students to the idea of reading to learn. Students will deeply engage with non-fiction text. You will help them to fall in love with learning new information, and you will develop their ability to apply reading skills and strategies to informational text. |
| **Unit 4**<br>Getting to Know the Characters | **Narrative** | **7 weeks** | In this unit, your scholars will begin to deeply examine the characters in their stories. They will use their actions to help them understand what the characters are like. Additionally, you will expose your students to the genre of Fairy Tales. |
| **Unit 5**<br>Biographies | **Non-fiction** | **4 weeks** | In this unit, you will expose your students to the genre of biographies. Your students will learn about the lives of important figures in history. They will apply reading skills and strategies to informational text, and identify the motivations of historical figures. |
| **Unit 6**<br>Comparing Characters | **Narrative** | **6 weeks** | This unit builds on what scholars learned in Unit 3. You will guide your students to understand that characters can be different from one another and that recognizing those differences will help them to more deeply understand why characters do the things that they do. |

# 1st Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RL.1.1** | Ask and answer questions about key details in a text. | **X** | **X**<br>*X* | | *X* | | *X* |
| **RL.1.2** | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **X** | | | **X** | | |
| **RL.1.3** | Describe characters, settings, and major events in a story, using key details. | | **X**<br>*X* | | **X**<br>*X* | | *X* |
| **RL.1.4** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **X** | | | | | |
| **RL.1.5** | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **X** | *X* | | | | |
| **RL.1.6** | Identify who is telling the story at various points in a text. | | **X** | | | | |
| **RL.1.7** | Use illustrations and details in a story to describe its characters, setting, or events. | | **X** | | *X* | | *X* |
| **RL.1.9** | Compare and contrast the adventures and experiences of characters in stories. | | | | | | **X** |
| **RL.1.10** | With prompting and support, read prose and poetry of appropriate complexity for grade 1. | **X** | **X** | | **X** | | **X** |

# 1st Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RI.1.1** | Ask and answer questions about key details in a text. | | | **X**<br>*X* | | **X** | |
| **RI.1.2** | Identify the main topic and retell key details of a text. | | | **X**<br>*X* | | *X* | |
| **RI.1.3** | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | **X** | |
| **RI.1.4** | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | **X** | | | |
| **RI.1.5** | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | | **X** | | | |
| **RI.1.6** | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | **X** | | | |
| **RI.1.7** | Use the illustrations and details in a text to describe its key ideas. | | | **X** | | | |
| **RI.1.8** | Identify the reasons an author gives to support points in a text. | | | **X** | | **X**<br>*X* | |
| **RI.1.9** | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | **X** | | | |
| **RI.1.10** | With prompting and support, read informational texts appropriately complex for grade 1. | | | **X** | | **X** | |

# 2nd Grade Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>Falling in Love with Reading | **Fiction** | **6 weeks** | In this unit, you will fuel scholars' passion for reading. You will inspire their love of words, characters, and knowledge. You will help them achieve that lost-in-a-book, engaged sort of reading that makes reading fun. This unit will embed your students back in the basic elements of fiction and plot points. You will give them the most priceless gift of all — time to read! |
| **Unit 2**<br>Characters Are Our Best Friends! | **Fiction** | **8 weeks** | In this unit, your job is to give students the ticket to understanding fiction texts — paying attention to the characters! Using the foundation built in Unit 1, you will help drive understanding of plot through characters. If you do your job well, your students will understand that characters are the backbone to any story, and that by noticing what characters do and say, they will understand the big idea. |
| **Unit 3**<br>Ask Me; I'm an Expert! | **Non-fiction** | **9 weeks** | In this unit, your job is to excite students about exploring subjects they are naturally curious about through reading—showing students that they can teach themselves anything! You will provide students with a toolkit that will allow them to read and understand nonfiction texts. If you knock this out of the park, your students will be eager to get their hands-on nonfiction books to learn more about what interests them most! |
| **Unit 4**<br>Characters Teach Me Lessons! | **Fable** | **4 weeks** | In this unit, your task is to fuel a passion and appreciation for a variety of fiction, specifically those that are meant to have a message or leave readers with a lesson. You will use previously developed reading literature skills to support them in understanding the structures and elements of folklores and fables. This will help students better make sense of what the story is trying to teach them. |
| **Unit 5**<br>Showing Off Our Skills: We Love Reading! | **Poetry** | **7 weeks** | In this unit, you will wrap up the year by focusing on a new genre while also revisiting genres and skills taught in depth throughout this school year. First, you will build students' knowledge of literature through the art of poetry. Additionally, you will revisit concepts which will provide students a platform to impress you with their all their mastered comprehension skills! You will continue to foster their love for all genres and empower them to use books to grow their knowledge. |

# 2nd Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RL.2.1** | Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. | **X**<br>*X* | **X**<br>*X* | | *X* | *X* |
| **RL.2.2** | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | **X** | | | **X** | *X* |
| **RL.2.3** | Describe how characters in a story respond to major events and challenges. | **X**<br>*X* | **X**<br>*X* | | *X* | **X**<br>*X* |
| **RL.2.4** | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | | | | | **X** |
| **RL.2.5** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **X** | **X** | | *X* | **X** |
| **RL.2.6** | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | **X**<br>*X* | | | *X* |
| **RL.2.7** | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | **X**<br>*X* | | | |
| **RL.2.9** | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | **X** | | **X** | |
| **RL.2.10** | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **X** | **X** | | **X** | **X** |
| **RL.1.3** | Describe characters, settings, and major events in a story, using key details. | *X* | | | | |

# 2nd Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RI.2.1** | Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. | | | **X** | | |
| **RI.2.2** | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | **X**<br>*X* | | |
| **RI.2.3** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | **X** | | |
| **RI.2.4** | Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* | | | **X**<br>*X* | | |
| **RI.2.5** | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | **X**<br>*X* | | |
| **RI.2.6** | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | **X**<br>*X* | | |
| **RI.2.7** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | **X** | | |
| **RI.2.8** | Describe how reasons support specific points the author makes in a text. | | | **X**<br>*X* | | |
| **RI.2.9** | Compare and contrast the most important points presented by two texts on the same topic. | | | **X** | | |
| **RI.2.10** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | **X** | | |

# 3rd Grade Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>Falling in Love with Reading | **Fiction** | **7 weeks** | There's nothing more important to our students' lifelong success and happiness than inspiring their passion for reading. In this unit, you will fuel students' passion for reading and continue developing their speaking skills. You will inspire their love of words, characters, and knowledge. You will dive back into critical elements of fiction that was developed so deeply in grade 2. You will help them achieve that lost-in-a-book, engaged sort of reading that makes reading fun. You will give them the most priceless gift of all – books! Model your passion for reading and books throughout the day. Enthusiastically recommend books to your students and show your passion every time you read aloud! |
| **Unit 2**<br>Making Meaning from Our Fascinating World | **Non-fiction** | **7 weeks**<br>+interim | In this unit, your job is to excite students about exploring subjects they are naturally curious about through reading—showing students that they can teach themselves anything! You will provide students with a skill-based compass that will allow them to read and understand nonfiction texts. If you do your job well, your students will be eager to get their hands on nonfiction texts to learn more about the world around them and what interests them most. |
| **Unit 3**<br>Characters Are Just Like Us! | **Fiction** | **9 weeks**<br>+interim | In this unit, you have the opportunity to give students the ticket to understanding fiction texts—by paying attention to the characters! In Unit 1, you created a culture of enthusiastic, passionate readers. Now it's time to push students even further as you develop them as readers and thinkers. You'll do this by continuing to help them truly understand characters and how they drive the plot! |
| **Unit 4**<br>Continuing to Make Meaning from Our Fascinating World ! | **Non-fiction** | **3 weeks** | In this unit, your job is to continue to excite and reinvest students in nonfiction subjects they are naturally curious about-- showing them that they can teach themselves anything through reading exploration! If you do your job well, your students will be eager to get their hands on more nonfiction texts to learn more about our fascinating world. |
| **Unit 5**<br>Stories from the Past Live On! | **Fables** | **3 weeks** | Fables and folktales are one of the oldest and most powerful genres. You will explore this genre with the wonderful stories that are rooted in ancient cultures from around the world. In this unit, your job is to invite students to fall in love with the magical world of folklore and fables and to become expert interpreters of the big ideas and powerful lessons found in these stories! |
| **Unit 6**<br>The Magic of Poetry: Small Packages Filled | **Poetry** | **5 weeks** | Poetry is magical, and your job is to inspire your students to become avid readers and lovers of poetry! What a great job to have! Poems are a powerful genre through which you can teach your scholars to become great readers. Poems tend to be short, so the process of discerning their meaning is confined and contained.<br>Poems pack a punch, filled with meaning that is transmitted through the poet's choices, including interesting use of language and punctuation. You will build an appreciation in |

| | | | |
|---|---|---|---|
| with Meaning & Fictional Wrap-Up | | | your students for how poets choose words, imagery, and other literary devices to convey big ideas. You will also wrap up the year with a novel. Your job is to tie up their third-grade experience showcasing their brilliance through skill application within an engaging novel; have fun! |

# 3rd Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RL.3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **X**<br>*X* | | *X* | | *X* | *X* |
| **RL.3.2** | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | **X**<br>*X* | | | | **X** | |
| **RL.3.3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | **X**<br>*X* | | **X**<br>*X* | | *X* | **X** |
| **RL.3.4** | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | | | | **X** |
| **RL.3.5** | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | **X** | | **X** | | **X**<br>*X* | **X** |
| **RL.3.6** | Distinguish their own point of view from that of the narrator or those of the characters. | **X** | | **X**<br>*X* | | | |
| **RL.3.7** | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | | | **X** | | | *X* |
| **RL.3.9** | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) | **X** | | | | | |
| **RL.3.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | **X** | | **X** | | **X** | **X** |
| **L.3.6** | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | **X** | | **X** | | **X** | |

# 3rd Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RI.3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | **X** | | *X* | | |
| **RI.3.2** | Determine the main idea of a text; recount the key details and explain how they support the main idea. | | **X** | | **X**<br>*X* | | |
| **RI.3.3** | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | **X** | | **X** | | |
| **RI.3.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | | **X**<br>*X* | | *X* | | |
| **RI.3.5** | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | **X** | | **X** | | |
| **RI.3.6** | Distinguish their own point of view from that of the author of a text. | | **X** | | *X* | | |
| **RI.3.7** | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | **X** | | | | |
| **RI.3.8** | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | **X**<br>*X* | | *X* | | |
| **RI.3.9** | Compare and contrast the most important points and key details presented in two texts on the same topic. | | | | **X** | | |
| **RI.3.10** | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | | **X** | | **X** | | |
| **L.3.6** | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | | **X** | | **X** | | |

# 4th Grade Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>What a Character! | **Narrative** | **6 weeks** | In this unit, you will teach your scholars to be close character watchers. They will learn to interpret even subtle clues that will teach readers big ideas about characters and meaning. Students are beginning to encounter complex characters, with real depth, and as readers they must understand character transformation and how that transformation contributes to the theme of a text. You will also continue developing habits that lead to robust classroom discussion. |
| **Unit 2**<br>A Hodgepodge of Information | **Non-fiction** | **7 weeks**<br>+ interim | In this unit, you will teach students to pay careful attention to the intricacies of informational text. They will learn to uncover the main idea of a text and analyze how the author uses evidence to support that main idea. Students will explore topics learning a great range of information. You will also continue developing habits that lead to robust classroom discussion. |
| **Unit 3**<br>The World of Folklore | **Narrative** | **7 weeks**<br>+ interim | In this unit, you will instill a love of mythology and other cultural literature in your students and help them become expert interpreters of the big ideas found in these stories. They will continue their character watching by learning to recognize archetypal characters and explaining how those characters influence themes that transcend cultures. You will also continue developing habits that lead to robust classroom discussion. |
| **Unit 4**<br>Inventions | **Non-fiction** | **6 weeks** | In this unit, students will continue their work interpreting informational text and determining how the author supports the main ideas developed within the text. They will also learn to navigate text structure and graphic features in order to determine how these components of craft help support the main idea. Students will gather information about important inventors and inventions in history. By exposing students to multiple texts on a similar topic, you are growing your students' ability to synthesize information presented in different formats. You will also continue developing habits that lead to robust classroom discussion. |
| **Unit 5**<br>The Magic of Poetry | **Poetry** | **5 weeks** | In this unit, you will help to build an appreciation for how poets choose words, imagery, and other literary devices to convey big ideas. Poems pack a big punch in a little package filled with meaning that is transmitted through the poet's choices, including interesting use of language and structure. You will take your students' ability to interpret poems to the next level! You will also continue developing habits that lead to robust classroom discussion. |
| **Unit 6**<br>Civil Rights | **Narrative** | **3 weeks** | In the final unit of the year, students will demonstrate their mastery of key narrative skills, with an emphasis on character development and theme, that will propel them into grade 5. Through rich literature, you will navigate the landscape of civil rights to aid students in understanding history. You will also continue developing habits that lead to robust classroom discussion. |

# 4th Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RL.4.1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | **X**<br>*X* | | **X**<br>*X* | | **X**<br>*X* | **X**<br>*X* |
| **RL.4.2** | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | **X** | | **X** | | **X**<br>*X* | |
| **RL.4.3** | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | **X**<br>*X* | | **X**<br>*X* | | | **X** |
| **RL.4.4** | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | **X**<br>*X* | | *X* | | **X** | |
| **RL4.5** | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | | | **X** | | **X** | **X** |
| **RL.4.6** | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **X** | | | | | |
| **RL.4.7** | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | **X** | | | |
| **RL.4.9** | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | **X**<br>*X* | | **X** | |
| **RL.4.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **X** | | **X** | | **X** | **X** |
| **L.4.6** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | **X** | | **X** | | **X** | **X** |

# 4th Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| **RI.4.1** | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | **X**<br>*X* | | **X**<br>*X* | | |
| **RI.4.2** | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | **X**<br>*X* | | **X**<br>*X* | | |
| **RI.4.3** | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | | **X**<br>*X* | | |
| **RI.4.4** | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. | | **X**<br>*X* | | <br>*X* | | |
| **RI.4.5** | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | | | **X**<br>*X* | | |
| **RI.4.6** | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | **X** | | | | |
| **RI.4.7** | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | **X**<br>*X* | | *X* | | |
| **RI.4.8** | Explain how an author uses reasons and evidence to support particular points in a text. | | **X** | | | | |
| **RI.4.9** | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | **X** | | | | |
| **RI.4.10** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | **X** | | **X** | | |
| **L.4.6** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | | **X** | | **X** | | |

# 5th Grade Read Aloud and Shared Reading Yearlong Overview

| Unit | Genre | Length | Purpose |
|---|---|---|---|
| **Unit 1**<br>Characters are Dynamic | **Narrative** | **6 weeks** | In this unit, you will help your scholars uncover the powerful messages in the works of fiction. They will pay close attention to the characters in the books and how they grow and change. They will pay particular attention to how each character's experiences impact their perspective as events unfold. They will also use their knowledge of character development to uncover the books' big ideas. You will also continue developing habits that lead to robust classroom discussions. |
| **Unit 2**<br>**Revolution Hybrid**:<br>Part 1: A Nation is Born<br>Part 2: Women Power Forward! | **Non-fiction** | **8 weeks**<br>+interim | In this unit, you will pique your students' interest around revolutions. You will start this journey in Part 1 by diving into the American Revolution and people's fight for freedom and close out the unit in Part 2 by exploring the evolution of women's equality. Through texts that present a variety of perspectives, students will become better readers as you develop their expertise on remarkable historical and present-day events. Students will navigate text structures to uncover the main idea of a text. They will make connections between ideas in texts and compare the points of view of multiple texts written about the same event. You will also continue developing habits that lead to robust classroom discussions. |
| **Unit 3**<br>Poetry in Motion | **Poetry** | **4 weeks**<br>+interim | In this unit, you will build your students' love of poetry by immersing them in quality texts that are funny, relevant, and thought-provoking. They will practice their interpretive skills using figurative language, text structure, and tone as clues to the overall meaning of the poem. You will also continue developing habits that lead to robust classroom discussions. |
| **Unit 4**<br>Reading to Learn | **Non-fiction** | **6 weeks** | In this unit, you will help your students navigate rigorous nonfiction text on a variety of topics. They will compare text structures and authors' points of view, as well as determine the main ideas found in a text and analyze the evidence the authors provide to support that main idea. Of course, you will require them to support all of their thinking with evidence from the text! You will also continue developing habits that lead to robust classroom discussions. |
| **Unit 5**<br>Keeping Up with Characters and Multiple Plots | **Narrative** | **8 weeks** | In this unit, you will help your students navigate the rigors of a text with multiple plots. Students will discover how an author crafts a narrative to slowly reveal the theme. They will dig deeper into their analysis of character development and motivation. Students will support all of their thinking with evidence from the text. You will also continue developing habits that lead to robust classroom discussions. |

# 5th Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RL.5.1** | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **X**<br>*X* | | **X** | | **X**<br>*X* |
| **RL.5.2** | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | **X** | | **X**<br>*X* | | **X**<br>*X* |
| **RL.5.3** | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | **X**<br>*X* | | *X* | | **X** |
| **RL.5.4** | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **X**<br>*X* | | **X**<br>*X* | | *X* |
| **RL.5.5** | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | **X**<br>*X* | | **X**<br>*X* | | **X**<br>*X* |
| **RL.5.6** | Describe how a narrator's or speaker's point of view influences how events are described. | **X** | | | | **X** |
| **RL.5.7** | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | | | | | *X* |
| **RL.5.9** | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | | | **X** |
| **RL.5.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | **X** | | **X** | | **X** |
| **L.5.6** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). | **X** | | **X** | | **X** |

# 5th Grade Read Aloud and Shared Reading Yearlong Overview

| Reading Informational | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|---|---|---|---|---|---|---|
| **RI.5.1** | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | **X**<br>*X* | | **X**<br>*X* | |
| **RI.5.2** | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | **X**<br>*X* | | **X**<br>*X* | |
| **RI.5.3** | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | | **X**<br>*X* | | **X**<br>*X* | |
| **RI.5.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. | | **X**<br>*X* | | <br>*X* | |
| **RI.5.5** | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | **X**<br>*X* | | **X**<br>*X* | |
| **RI.5.6** | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | **X** | | **X**<br>*X* | |
| **RI.5.7** | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | | **X** | | **X**<br>*X* | |
| **RI.5.8** | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | | | | **X** | |
| **RI.5.9** | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | | <br>*X* | |
| **RI.5.10** | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. | | **X** | | **X** | |
| **L.5.6** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). | | **X** | | **X** | |

# 6th Grade Yearlong Overview

| Yearlong Focus | How do my experiences compare to the experiences of others? |
|---|---|
| **Unit 1**<br>**LS:** Short Stories<br>**W:** Constructed Response | Why do I treat some people differently than I treat others?<br>How do authors craft a short story to show the experiences of others? |
| **Unit 2**<br>**LS:** *A Long Walk to Water*<br>**W:** Personal Narrative | How can I use my experiences to better the lives of others?<br>What drives a person to overcome obstacles and move forward in life?<br>How do authors make strategic structure and language choices to develop the storylines and central ideas of texts? |
| **Unit 3**<br>**LS:** *Home of the Brave*<br>**W:** Poetry | How does finding something familiar in a new place help create a sense of home and belonging?<br>How does the author's approach to the topic impact my connection to the story? |
| **Unit 4**<br>**LS:** *Spooked!*<br>**W:** Argument | What influence does the mass media have on the way I respond to information?<br>How does the author develop her argument that people should have known *The War of the Worlds* was not a real event? |
| **Unit 5**<br>**LS:** *Heart of a Samurai*<br>**W:** Research/Informational | How do others influence my sense of belonging?<br>How do I respond when I feel like I don't belong?<br>How does the author develop the idea that experiences shape perspective? |
| **Unit 6**<br>**LS:** *Refugee*<br>**W:** Literary Analysis | What aspects of the human experience are universal?<br>What experiences connect me to others regardless of where and when we live?<br>How does the author emphasize aspects of the human experience that are common to everyone? |

| Writing Units and Rounds | | | | |
|---|---|---|---|---|
| **Unit 2**<br>Personal Narrative | **Unit 3**<br>Poetry | **Unit 4**<br>Argument | **Unit 5**<br>Research/Informational | **Unit 6**<br>Literary Analysis |
| Object Haiku<br>Object/Picture Graphic Novel Page<br>Personal Narrative | Lines of Figurative Language<br>Abecedarian Poem<br>Narrative Poem | Review<br>Social Networking Claim<br>Short Essay | Find and Evaluate Sources<br>Structure Paragraphs<br>Newspaper Article<br>TED Talk | Art Critique<br>Amazon Review<br>Character Podcast<br>Letter to Principal |

# 6th Grade Yearlong Overview

## Why are these texts worth reading?

All students need to engage with texts that provide entry into discussion of compelling themes. Students need access and regular opportunities to work with a wide range of texts that are authentic and of varying complexity, structure, and genre.

The texts selected for 6th grade provide students with ample opportunity to debate and discuss the overarching theme of **Personal Experience**. As students grow and begin to consider how their own experiences have molded them into the person they are, it's important for them to have a wide variety of reading experiences featuring young people with different experiences. Each of the chosen texts presents a different cultural perspective that will lead students to see that no matter where we are or what we do, there are key universal emotions – hope, perseverance, fear – that link us together. The core texts for 6th grade are:

| Short Stories | Nonfiction Text | Drama/Poetry/Narrative Text |
|---|---|---|
| "The Monsters Are Due on Maple Street" by Rod Serling | *A Long Walk to Water* by Linda Sue Park | *Home of the Brave* by Katherine Applegate |
| "Thank You, Ma'am" by Langston Hughes | *Spooked!: How a Radio Broadcast and* The War of the Worlds *Sparked the 1938 Invasion of America* by Gail Jarrow | *Heart of a Samurai* by Margi Preus |
| "All Summer in a Day" by Ray Bradbury | | *Refugee* by Alan Gratz |
| "Names/Nombres" by Julia Alvarez | | |

## What makes these texts complex?

In *Reading Reconsidered*, Doug Lemov et al. lay out five plagues of reading that make texts complex. They argue that students must engage with these plagues in order to be prepared for attacking even more complex reading in high school and beyond.

1. Archaic Text – includes vocabulary, syntax, usage, and context for cultural reference that are over 50 years old. Stylistic differences make the text difficult for students to understand.
2. Non-linear Time Structure – time moves within the text in "fits and starts". The story does not progress seamlessly from one moment to the next.
3. Complexity of Narrator – unreliable narrator, multiple narrators, non-human narrators, multiple plot lines
4. Complexity of Plot – texts that happen on a symbolic or allegorical level
5. Resistant Text – meaning has to be assembled around nuances, hints, uncertainties, and clues

The core texts selected for 6th grade provide students with an opportunity to struggle with the plagues to sharpen their critical thinking and reading skills.

| Archaic Text | Non-linear Time Structure | Complexity of Narrator | Complexity of Plot | Resistant Text |
|---|---|---|---|---|
| "The Monsters Are Due on Maple Street" | "Names/Nombres" | "Thank You, Ma'am" | "The Monsters Are Due on Maple Street" | *Home of the Brave* |
| "All Summer in a Day" | *A Long Walk to Water* | *A Long Walk to Water* | "Names/Nombres" | *Heart of a Samurai* |
| *Spooked!* | *Refugee* | *Refugee* | | |
| | | *Heart of a Samurai* | | |

# 6th Grade Yearlong Overview

**Bold** indicates explicit instruction related to the standard

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **X** | | X | | X | X |
| RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | **X** | | X | | **X** | **X** |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | **X** | | X | | **X** | **X** |
| RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | X | | **X** | | | |
| RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | | | **X** | | **X** | **X** |
| RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. | **X** | | **X** | | **X** | **X** |
| RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | | | | X | | |
| RL.6.9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | X | | | |
| RL.6.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | * | * | * | * | * | * |
| **Reading Informational** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | X | X | X | X | X |
| RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | **X** | X | X | X | X |
| RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | | **X** | | **X** | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | X | | X | | |
| RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | | **X** | | X | | |
| RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | | **X** | X | X | X | X |
| RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | | | | X | | |
| RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | | | | **X** | | |
| RI.6.9 | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | | X | | **X** | | |
| RI.6.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | * | * | * | * | * |
| **Language** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **X** | | **X** | **X** | | **X** |
| L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **X** | **X** | | | **X** | **X** |
| L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | * | * | * | * | **X** | * |
| L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | X | X | X | X | X | X |
| L.6.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | X | X | X | X | X | X |
| L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X | X | X | X | X | X |

NATIONAL HERITAGE ACADEMIES

# 6th Grade Yearlong Overview

| Writing | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | **X** | | **X** |
| W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | | **X** | |
| W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | **X** | **X** | | | |
| W.6.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | **X** | X | X | X | X | X |
| W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.) | | X | X | X | X | X |
| W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | X | X | | | X |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | | X | |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | | | | X | X | |
| W.6.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | **x** | * | * | * | * | **x** |
| W.6.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X | X |
| **Speaking and Listening** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | **X** | X | **X** | X | X | X |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | X | X | | X | X | X |
| SL.6.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | X | | | | |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | X | X | X |
| SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | | | | X | X |
| SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | X | X | X | X | X | X |

* indicates standards that are developed over the course of the year through all reading and writing tasks.

# Middle School Calendar with Interim Weeks

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| Week 1 | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR |
| Week 2 | | | |
| Week 3 | | | |
| Week 4 | **LS:** *A Long Walk to Water*<br>**W:** personal narrative | **LS:** *I am Malala*<br>**W:** informational/research | **LS:** *Chew on This*<br>**W:** argument |
| Week 5 | | | |
| Week 6 | | | |
| Week 7 | | | |
| Week 8 | | | |
| Week 9 | **Interim 1** | | |
| Week 10 | **LS:** *Home of the Brave*<br>**W:** poetry | **LS:** *The Outsiders*<br>**W:** personal narrative | |
| Week 11 | | | |
| Week 12 | | | **LS:** *Chains*<br>**W:** historical narrative |
| Week 13 | | | |
| Week 14 | | | |
| Week 15 | **LS:** *Spooked!*<br>**W:** argument | **LS:** *Hitler Youth*<br>**W:** argument | |
| Week 16 | | | |
| Week 17 | | | |
| Week 18 | **Interim 2** | | |
| Week 19 | | | **LS:** excerpts from *Narrative of the Life of Frederick Douglass*<br>**W:** informational/research |
| Week 20 | | | |
| Week 21 | **LS:** *Heart of a Samurai*<br>**W:** informational/research | **LS:** *The Diary of Anne Frank*<br>**W:** drama | |
| Week 22 | | | |
| Week 23 | | | |
| Week 24 | | **LS:** *Brown Girl Dreaming*<br>**W:** poetry | **LS:** *Animal Farm*<br>**W:** satire |
| Week 25 | | | |
| Week 26 | | | |
| Week 27 | **LS:** *Refugee*<br>**W:** argument/literary analysis | | |
| Week 28 | | | |
| Week 29 | | **LS:** *The Giver*<br>**W:** argument/literary analysis | |
| Week 30 | | | **LS:** *A Midsummer Night's Dream*<br>**W:** sonnet |
| Week 31 | | | |
| Week 32 | | | |
| Week 33 | | | |
| Week 34 | | | |

# 7th Grade Yearlong Overview

| Yearlong Focus | What makes me the person that I am? |
|---|---|
| **Unit 1**<br>**LS:** Short Stories<br>**W:** Constructed Response | How do I respond to a moral dilemma in my own life?<br>How do authors craft their stories to develop the protagonist's sense of self? |
| **Unit 2**<br>**LS:** *I Am Malala*<br>**W:** Informational/Research | What drives me to overcome adversity?<br>How do my choices impact my life and the lives of others?<br>How does the author develop her central ideas about education and standing up for what you believe in? |
| **Unit 3**<br>**LS:** *The Outsiders*<br>**W:** Personal Narrative | How do the groups I belong to impact my identity?<br>Do the groups I belong to influence my choices?<br>How does the author use the main character's perspective to develop the idea that everyone should think for themselves? |
| **Unit 4**<br>**LS:** *Hitler Youth*<br>**W:** Argument | How can information and images shape the way I think about myself or someone else?<br>What makes a person go along with the crowd, even if they know it's wrong?<br>How does the author support the argument that conformity can be dangerous? |
| **Unit 5**<br>**LS:** *The Diary of Anne Frank*<br>**W:** Drama | How do world events help me understand the person that I want to become?<br>How do the authors combine historical facts with narrative elements to develop the story? |
| **Unit 6**<br>**LS:** *Brown Girl Dreaming*<br>**W:** Poetry | How does my environment influence my sense of belonging?<br>How does my environment influence my sense of self?<br>How does the author's approach to the topic contribute to the development of the theme? |
| **Unit 7**<br>**LS:** *The Giver*<br>**W:** Argument/Literary Analysis | To what extent is everyone's path in life pre-determined?<br>How do my experiences, both good and bad, shape the person that I am?<br>How does the author create a setting that allows me to understand the idea that everyone needs to think for themselves? |

| Writing Units and Rounds | | | | | |
|---|---|---|---|---|---|
| **Unit 2**<br>Informational/Research | **Unit 3**<br>Personal Narrative | **Unit 4**<br>Argument | **Unit 5**<br>Drama | **Unit 6**<br>Poetry | **Unit 7**<br>Literary Analysis |
| Research Questions<br>Infographic<br>Informational Article | 6-Word Memoir<br>Exploded Moment<br>Narrative | Claims<br>Argument Essay | Scene from Life<br>Storyboard<br>Multi-Scene Drama | Self-Portrait poem<br>First Memory Poem<br>Surroundings Poem | Evaluation<br>Comparison Graphic<br>Goodreads Review |

# 7th Grade Yearlong Overview

## Why are these texts worth reading?

All students need to engage with texts that provide entry into discussion of compelling themes. Students need access and regular opportunities to work with a wide range of texts that are authentic and of varying complexity, structure, and genre.

The texts selected for 7th grade provide students with ample opportunity to debate and discuss the overarching theme of **Identity**. As students grapple with learning their own place in the world, it is important for them to have a wide variety of reading experiences featuring young people grappling with the same issue. Each of the chosen texts provides a unique look at one or more factors that play a role in determining the people we become. The core texts for 7th grade are:

| Short Stories | Nonfiction Text | Drama/Poetry/Narrative Text |
|---|---|---|
| "Harrison Bergeron" by Kurt Vonnegut | *I Am Malala* by Malala Yousafzai and Christina Lamb | *The Diary of Anne Frank* by Albert Hackett and Frances Goodrich |
| "Flowers for Algernon" by Daniel Keyes | *Hitler Youth* by Susan Campbell Bartoletti | *The Outsiders* by S.E. Hinton |
| "After Twenty Years" by O. Henry | | *Brown Girl Dreaming* by Jacqueline Woodson |
| "The Lottery" by Shirley Jackson | | *The Giver* by Lois Lowry |

## What makes these texts complex?

In *Reading Reconsidered*, Doug Lemov et al. lay out five plagues of reading that make texts complex. They argue that students must engage with these plagues in order to be prepared for attacking even more complex reading in high school and beyond.

1. Archaic Text – includes vocabulary, syntax, usage, and context for cultural reference that are over 50 years old. Stylistic differences make the text difficult for students to understand.
2. Non-linear Time Structure – time moves within the text in "fits and starts". The story does not progress seamlessly from one moment to the next.
3. Complexity of Narrator – unreliable narrator, multiple narrators, non-human narrators, multiple plot lines
4. Complexity of Plot – texts that happen on a symbolic or allegorical level
5. Resistant Text – meaning has to be assembled around nuances, hints, uncertainties, and clues

The core texts selected for 7th grade provide students with an opportunity to struggle with the plagues to sharpen their critical thinking and reading skills.

| Archaic Text | Non-linear Time Structure | Complexity of Narrator | Complexity of Plot | Resistant Text |
|---|---|---|---|---|
| "Harrison Bergeron" | *I Am Malala* | "Flowers for Algernon" | "Harrison Bergeron" | *The Diary of Anne Frank* |
| "After Twenty Years" | *The Outsiders* | *Brown Girl Dreaming* | "The Lottery" | *Brown Girl Dreaming* |
| "The Lottery" | *The Diary of Anne Frank* | *Hitler Youth* | *The Giver* | |
| | | *The Diary of Anne Frank* | | |

# 7th Grade Yearlong Overview

**Bold** indicates explicit instruction related to the standard.

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|---|---|
| RL.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **X** | | X | X | X | X | X |
| RL.7.2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | **X** | | **X** | X | **X** | **X** | X |
| RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | **X** | | **X** | | **X** | X | X |
| RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | X | | X | X | | **X** | X |
| RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | **X** | | **X** | **X** | X |
| RL.7.6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | **X** | | **X** | | | | X |
| RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | | | | | X | | |
| RL.7.9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | | | | | X | | |
| RL.7.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | * | | * | * | * | * | * |
| **Reading Informational** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | X | X | X | X | X | X |
| RI.7.2 | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | | **X** | X | | X | X | X |
| RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | | **X** | | **X** | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | | X | | X | | | |
| RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | | X | | **X** | | | |
| RI.7.6 | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | | **X** | X | X | X | X | X |
| RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | | | | | X | | |
| RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | | | **X** | | | |
| RI.7.9 | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | | | X | | | |
| RI.7.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | * | * | * | * | * | * | * |
| **Language** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | **X** | **X** | **X** | **X** | **X** |
| L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **X** | **X** | | | | | |
| L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | * | * | * | * | **X** | * | * |
| L.7.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | X | X | X | X | X | X | X |
| L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | X | X | X | X | X | X | X |
| L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X | X | X | X | X | X | X |

NATIONAL HERITAGE ACADEMIES

# 7th Grade Yearlong Overview

| Writing | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
|---|---|---|---|---|---|---|---|---|
| W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | **X** | | | **X** |
| W.7.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | **X** | | | | | **X** |
| W.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | **X** | | **X** | **X** | |
| W.7.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | **X** | X | X | X | X | X | X |
| W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.) | | X | X | X | X | X | X |
| W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | X | | | X | X |
| W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | | X | | X | | | |
| W.7.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | X | | X | | | |
| W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | **X** | * | * | * | * | * | **X** |
| W.7.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X | X | X |
| **Speaking and Listening** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** | **Unit 7** |
| SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. | X | X | X | **X** | **X** | X | X |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | X | X | X | X | | X | |
| SL.7.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | | | | X | | | |
| SL.7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | | X | | X | | | X |
| SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | X | | | X | | X |
| SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) | | X | X | X | X | X | X |

* indicates standards that are developed over the course of the year through all reading and writing tasks.

# Middle School Calendar with Interim Weeks

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| Week 1 | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR |
| Week 2 | | | |
| Week 3 | | | |
| Week 4 | **LS:** *A Long Walk to Water*<br>**W:** personal narrative | **LS:** *I am Malala*<br>**W:** informational/research | **LS:** *Chew on This*<br>**W:** argument |
| Week 5 | | | |
| Week 6 | | | |
| Week 7 | | | |
| Week 8 | | | |
| Week 9 | **Interim 1** | | |
| Week 10 | **LS:** *Home of the Brave*<br>**W:** poetry | **LS:** *The Outsiders*<br>**W:** personal narrative | |
| Week 11 | | | |
| Week 12 | | | **LS:** *Chains*<br>**W:** historical narrative |
| Week 13 | | | |
| Week 14 | | | |
| Week 15 | **LS:** *Spooked!*<br>**W:** argument | **LS:** *Hitler Youth*<br>**W:** argument | |
| Week 16 | | | |
| Week 17 | | | |
| Week 18 | **Interim 2** | | |
| Week 19 | | | **LS:** excerpts from *Narrative of the Life of Frederick Douglass*<br>**W:** informational/research |
| Week 20 | | | |
| Week 21 | **LS:** *Heart of a Samurai*<br>**W:** informational/research | **LS:** *The Diary of Anne Frank*<br>**W:** drama | |
| Week 22 | | | |
| Week 23 | | | |
| Week 24 | | **LS:** *Brown Girl Dreaming*<br>**W:** poetry | **LS:** *Animal Farm*<br>**W:** satire |
| Week 25 | | | |
| Week 26 | | | |
| Week 27 | **LS:** *Refugee*<br>**W:** argument/literary analysis | | |
| Week 28 | | | |
| Week 29 | | **LS:** *The Giver*<br>**W:** argument/literary analysis | |
| Week 30 | | | **LS:** *A Midsummer Night's Dream*<br>**W:** sonnet |
| Week 31 | | | |
| Week 32 | | | |
| Week 33 | | | |
| Week 34 | | | |

# 8th Grade Yearlong Overview

| Yearlong Focus | How much control do I have over my own life? |
|---|---|
| **Unit 1**<br>**LS:** Short Stories<br>**W:** Constructed Response | What happens when people refuse to take responsibility for their actions?<br>How do authors craft their stories to illustrate the control a main character has over a situation? |
| **Unit 2**<br>**LS:** *Chew on This*<br>**W:** Argument | How do information and images consciously or subconsciously influence the choices I make?<br>How does being informed allow me to make a better choice?<br>How does the author make and support the argument that large corporations mislead children and young adults to make money? |
| **Unit 3**<br>**LS:** *Chains*<br>**W:** Historical Narrative | When is it important to take action regardless of the consequences?<br>At what point do I decide to take control of my own situation?<br>How do the varying character perspectives influence the mood and tone for the reader? |
| **Unit 4**<br>**LS:** excerpts from *The Narrative of the Life of Frederick Douglass*<br>**W:** Informational/Research | How does limiting the education of some benefit those in power?<br>To what extent does the past determine your future?<br>How does the author use word choice and paragraph structure to develop his central idea and purpose? |
| **Unit 5**<br>**LS:** *Animal Farm*<br>**W:** Satire | How can the manipulation of power and control influence the lives of others?<br>How do those in power acquire, maintain, and grow their power?<br>How does the author use character types from traditional stories to develop the theme? |
| **Unit 6**<br>**LS:** *A Midsummer Night's Dream*<br>**W:** Poetry | What motivates people to try to control each other's actions?<br>How is Shakespeare's theme still relevant today?<br>How does the author's use of both humans and magical creatures contribute to my understanding of the play? |

| Writing Units and Rounds | | | | |
|---|---|---|---|---|
| **Unit 2**<br>Argument | **Unit 3**<br>Historical Narrative | **Unit 4**<br>Informational/Research | **Unit 5**<br>Satire | **Unit 6**<br>Poetry |
| Claim Tweet<br>Infographic<br>Editorial<br>Group Video Essay | Character Profile<br>Journal Entry<br>3-Segment Historical Narrative | Evaluate Sources<br>Guide to… | Satirical Cartoon<br>Song Parody<br>Children's Book Satire | Rhyming Couplet<br>Quatrain<br>Shakespearean Sonnet |

# 8th Grade Yearlong Overview

## Why are these texts worth reading?

All students need to engage with texts that provide entry into discussion of compelling themes. Students need access and regular opportunities to work with a wide range of texts that are authentic and of varying complexity, structure, and genre.

The texts selected for 8th grade provide students with ample opportunity to debate and discuss the overarching theme of **Control**. As students begin to make sense of how much control they have over their own lives through the choices and opportunities they are presented, it is important for them to have a wide variety of reading experiences exploring the issue through various contexts. Each of the chosen texts provides a unique look at the way control is offered or withheld from and by specific groups of people. The core texts for 8th grade are:

| Short Stories | Nonfiction Text | Drama/Poetry/Narrative Text |
|---|---|---|
| "The Monkey's Paw" by W.W. Jacobs | *Chew on This* by Eric Schlosser & Charles Wilson | *Chains* by Laurie Halse Anderson |
| "A Sound of Thunder" by Ray Bradbury | excerpts from *The Narrative of the Life of Frederick Douglass* by Frederick Douglass | *Animal Farm* by George Orwell |
| "The Tell-Tale Heart" by Edgar Allan Poe | | *A Midsummer Night's Dream* by William Shakespeare |
| "Charles" by Shirley Jackson | | |

## What makes these texts complex?

In *Reading Reconsidered*, Doug Lemov et al. lay out five plagues of reading that make texts complex. They argue that students must engage with these plagues in order to be prepared for attacking even more complex reading in high school and beyond.

1. Archaic Text – includes vocabulary, syntax, usage, and context for cultural reference that are over 50 years old. Stylistic differences make the text difficult for students to understand.
2. Non-linear Time Structure – time moves within the text in "fits and starts". The story does not progress seamlessly from one moment to the next.
3. Complexity of Narrator – unreliable narrator, multiple narrators, non-human narrators, multiple plot lines
4. Complexity of Plot – texts that happen on a symbolic or allegorical level
5. Resistant Text – meaning has to be assembled around nuances, hints, uncertainties, and clues

The core texts selected for 8th grade provide students with an opportunity to struggle with the plagues to sharpen their critical thinking and reading skills.

| Archaic Text | Non-linear Time Structure | Complexity of Narrator | Complexity of Plot | Resistant Text |
|---|---|---|---|---|
| "The Tell-Tale Heart"<br>excerpts from *The Narrative of the Life of Frederick Douglass*<br>*Animal Farm*<br>*A Midsummer Night's Dream* | "A Sound of Thunder"<br>*Chew on This* | "The Tell-Tale Heart"<br>"Charles"<br>*Animal Farm*<br>*A Midsummer Night's Dream* | "A Sound of Thunder"<br>*Animal Farm* | "Charles"<br>"A Sound of Thunder"<br>*Chains*<br>*Animal Farm*<br>*A Midsummer Night's Dream* |

NATIONAL HERITAGE ACADEMIES

# 8th Grade Yearlong Overview

| Reading Literature | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **X** | X | X | X | X | X |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | **X** | X | **X** | X | **X** | **X** |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | **X** | | **X** | | **X** | X |
| RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | X | | X | | X | **X** |
| RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | | | X | | X | **X** |
| RL.8.6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **X** | | **X** | | | X |
| RL.8.7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | | | | | | X |
| RL.8.9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | | | | | **X** | |
| RL.8.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | * | * | * | * | * | * |
| **Reading Informational** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| RI.8.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | X | X | X | X | X |
| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | | X | X | **X** | X | X |
| RI.8.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | | | **X** | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| RI.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | | X | | **X** | | |
| RI.8.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | | | | **X** | | |
| RI.8.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | | **X** | X | X | | X |
| RI.8.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | | X | X | | | |
| RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | **X** | | | | |
| RI.8.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | X | X | | | |
| RI.8.10 | By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | * | * | * | * | * |
| **Language** | | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| L.8.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **X** | **X** | **X** | **X** | **X** | **X** |
| L.8.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | **X** | | **X** | |
| L.8.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | * | * | * | * | **X** | * |
| L.8.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | X | X | X | X | X | X |
| L.8.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | X | X | X | X | X | X |
| L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | X | X | X | X | X | X |

# 8th Grade Yearlong Overview

| Writing | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. | | **X** | | | | |
| W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | **X** | | |
| W.8.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | **X** | | **X** | **X** |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | **X** | X | X | X | X | **X** |
| W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.) | | X | X | X | X | X |
| W.8.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | X | | | | X |
| W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | X | X | X | | |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | X | X | X | | |
| W.8.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | **X** | * | * | * | * | * |
| W.8.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | X | X | X | X | X | X |

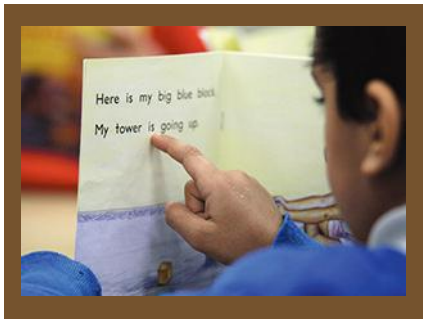
| Speaking and Listening | | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|---|---|---|---|---|---|---|---|
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | **X** | X | **X** | **X** | **X** | X |
| SL.8.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | X | X | X | X | **X** | |
| SL.8.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | | X | | X | | |
| SL.8.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | X | | |
| SL.8.5 | Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | X | | X | | |
| SL.8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) | | X | X | X | X | X |

* Standards that are developed over the course of the year through all reading and writing tasks.

NATIONAL HERITAGE ACADEMIES

# Middle School Calendar with Interim Weeks

| | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| Week 1 | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR | **LS:** Short Stories<br>**W:** CR |
| Week 2 | | | |
| Week 3 | | | |
| Week 4 | **LS:** *A Long Walk to Water*<br>**W:** personal narrative | **LS:** *I am Malala*<br>**W:** informational/research | **LS:** *Chew on This*<br>**W:** argument |
| Week 5 | | | |
| Week 6 | | | |
| Week 7 | | | |
| Week 8 | | | |
| Week 9 | **Interim 1** | | |
| Week 10 | **LS:** *Home of the Brave*<br>**W:** poetry | **LS:** *The Outsiders*<br>**W:** personal narrative | |
| Week 11 | | | |
| Week 12 | | | **LS:** *Chains*<br>**W:** historical narrative |
| Week 13 | | | |
| Week 14 | | | |
| Week 15 | **LS:** *Spooked!*<br>**W:** argument | **LS:** *Hitler Youth*<br>**W:** argument | |
| Week 16 | | | |
| Week 17 | | | |
| Week 18 | **Interim 2** | | |
| Week 19 | | | **LS:** excerpts from *Narrative of the Life of Frederick Douglass*<br>**W:** informational/research |
| Week 20 | | | |
| Week 21 | **LS:** *Heart of a Samurai*<br>**W:** informational/research | **LS:** *The Diary of Anne Frank*<br>**W:** drama | |
| Week 22 | | | |
| Week 23 | | | |
| Week 24 | | **LS:** *Brown Girl Dreaming*<br>**W:** poetry | **LS:** *Animal Farm*<br>**W:** satire |
| Week 25 | | | |
| Week 26 | | | |
| Week 27 | **LS:** *Refugee*<br>**W:** argument/literary analysis | | |
| Week 28 | | | |
| Week 29 | | **LS:** *The Giver*<br>**W:** argument/literary analysis | |
| Week 30 | | | **LS:** *A Midsummer Night's Dream*<br>**W:** sonnet |
| Week 31 | | | |
| Week 32 | | | |
| Week 33 | | | |
| Week 34 | | | |



Michigan K-12 Standards

# English Language Arts

MICHIGAN Department of Education

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# Welcome

Welcome to the Michigan K-12 Standards for English Language Arts, adopted by the State Board of Education in 2010. With the reauthorization of the 2001 Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB), Michigan embarked on a standards revision process, starting with the K-8 mathematics and ELA standards that resulted in the Grade Level Content Expectations (GLCE). These were intended to lay the framework for the grade level testing in these subject areas required under NCLB. These were followed by GLCE for science and social studies, and by High School Content Expectations (HSCE) for all subject areas. Seven years later the revision cycle continued with Michigan working with other states to build on and refine current state standards that would allow states to work collaboratively to develop a repository of quality resources based on a common set of standards. These standards are the result of that collaboration.

Michigan's K–12 academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. Because these English Language Arts standards are shared with other states, local districts have access to a broad set of resources they can call upon as they develop their local curricula and assessments. State standards also serve as a platform for state-level assessments, which are used to measure how well schools are providing opportunities for all students to learn the content required to be career– and college–ready.

***Linda Forward, Director***,
Office of Education Improvement and Innovation

***Vanessa Keesler, Deputy Superintendent***,
Division of Education Services

***Mike Flanagan, Superintendent of Public Instruction***

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

| Grade | Literary | Informational |
|---|---|---|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

| Grade | To Persuade | To Explain | To Convey Experience |
|---|---|---|---|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

### Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

[1]The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.
[2]As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

## What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

### They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

### They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

### They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

### They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

### They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

### They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

### They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

## How to Read This Document

### Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

#### Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

### Key Features of the Standards

#### Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

#### Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

#### Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

#### Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

STANDARDS FOR

# English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K–5

# College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

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

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

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

# Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details. | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 3. With prompting and support, identify characters, settings, and major events in a story. | 3. Describe characters, settings, and major events in a story, using key details. | 3. Describe how characters in a story respond to major events and challenges. |
| **Craft and Structure** | | |
| 4. Ask and answer questions about unknown words in a text. | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 5. Recognize common types of texts (e.g., storybooks, poems). | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Identify who is telling the story at various points in a text. | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| **Integration of Knowledge and Ideas** | | |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7. Use illustrations and details in a story to describe its characters, setting, or events. | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

# Reading Standards for Literature K–5

RL

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. Describe how a narrator's or speaker's point o f view influences how events are described. |
| **Integration of Knowledge and Ideas** | | |
| 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |

# Reading Standards for Informational Text K–5

RI

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify the main topic and retell key details of a text. | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| **Craft and Structure** | | |
| 4. With prompting and support, ask and answer questions about unknown words in a text. | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **Integration of Knowledge and Ideas** | | |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas. | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text. | 8. Describe how reasons support specific points the author makes in a text. |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Compare and contrast the most important points presented by two texts on the same topic. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read informational texts appropriately complex for grade 1. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

# Reading Standards for Informational Text K–5

RI

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| **Craft and Structure** | | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. | 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| 6. Distinguish their own point of view from that of the author of a text. | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **Integration of Knowledge and Ideas** | | |
| 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 8. Explain how an author uses reasons and evidence to support particular points in a text. | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

# Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

***Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.***

| Kindergartners: | Grade 1 students: |
|---|---|
| **Print Concepts** | |
| 1. Demonstrate understanding of the organization and basic features of print.<br>a. Follow words from left to right, top to bottom, and page by page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print.<br>d. Recognize and name all upper- and lowercase letters of the alphabet. | 1. Demonstrate understanding of the organization and basic features of print.<br>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| **Phonological Awareness** | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>c. Blend and segment onsets and rimes of single-syllable spoken words.<br>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology.
Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

# Reading Standards: Foundational Skills (K–5)

RF

***Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.***

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Phonics and Word Recognition** | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.<br>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode regularly spelled one-syllable words.<br>c. Know final -e and common vowel team conventions for representing long vowel sounds.<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic patterns by breaking the words into syllables.<br>f. Read words with inflectional endings.<br>g. Recognize and read grade-appropriate irregularly spelled words. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. Decode regularly spelled two-syllable words with long vowels.<br>d. Decode words with common prefixes and suffixes.<br>e. Identify words with inconsistent but common spelling-sound correspondences.<br>f. Recognize and read grade-appropriate irregularly spelled words. |
| **Fluency** | | |
| 4. Read emergent-reader texts with purpose and understanding. | 4. Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4. Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

# Reading Standards: Foundational Skills (K–5)

RF

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Phonics and Word Recognition** | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>b. Decode words with common Latin suffixes.<br>c. Decode multisyllable words.<br>d. Read grade-appropriate irregularly spelled words. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | 3. Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **Fluency** | | |
| 4. Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4. Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 4. Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

# College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

# Writing Standards K–5



The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| **Production and Distribution of Writing** | | |
| 4. (Begins in grade 3) | 4. (Begins in grade 3) | 4. (Begins in grade 3) |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| **Research to Build and Present Knowledge** | | |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). | 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. Recall information from experiences or gather information from provided sources to answer a question. |
| 9. (Begins in grade 4) | 9. (Begins in grade 4) | 9. (Begins in grade 4) |
| **Range of Writing** | | |
| 10. (Begins in grade 3) | 10. (Begins in grade 3) | 10. (Begins in grade 3) |

# Writing Standards K–5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.<br>d. Provide a concluding statement or section. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br>b. Provide reasons that are supported by facts and details.<br>c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).<br>d. Provide a concluding statement or section related to the opinion presented. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>b. Provide logically ordered reasons that are supported by facts and details.<br>c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).<br>d. Provide a concluding statement or section related to the opinion presented. |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.<br>d. Provide a concluding statement or section. | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a sense of closure. | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. |

# Writing Standards K–5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Production and Distribution of Writing** | | |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.) | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) |
| 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| **Research to Build and Present Knowledge** | | |
| 7. Conduct short research projects that build knowledge about a topic. | 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| 9. (Begins in grade 4) | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").<br>b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").<br>b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| **Range of Writing** | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Note on range and content of student speaking and listening

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

# Speaking and Listening Standards K–5

SL

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Comprehension and Collaboration** | | |
| 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges. | 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion. | 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| **Presentation of Knowledge and Ideas** | | |
| 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| 6. Speak audibly and express thoughts, feelings, and ideas clearly. | 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) | 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.) |

# Speaking and Listening Standards K–5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Comprehension and Collaboration** | | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d. Explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 3. Identify the reasons and evidence a speaker provides to support particular points. | 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| **Presentation of Knowledge and Ideas** | | |
| 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.) | 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) |

# College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

# Language Standards K–5



The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Print many upper- and lowercase letters.<br>b. Use frequently occurring nouns and verbs.<br>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*).<br>d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).<br>e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).<br>f. Produce and expand complete sentences in shared language activities. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Print all upper- and lowercase letters.<br>b. Use common, proper, and possessive nouns.<br>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).<br>d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).<br>e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).<br>f. Use frequently occurring adjectives.<br>g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).<br>h. Use determiners (e.g., articles, demonstratives).<br>i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).<br>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use collective nouns (e.g., *group*).<br>b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).<br>c. Use reflexive pronouns (e.g., *myself, ourselves*).<br>d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).<br>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.<br>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize the first word in a sentence and the pronoun *I*.<br>b. Recognize and name end punctuation.<br>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).<br>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize dates and names of people.<br>b. Use end punctuation for sentences.<br>c. Use commas in dates and to separate single words in a series.<br>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.<br>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize holidays, product names, and geographic names.<br>b. Use commas in greetings and closings of letters.<br>c. Use an apostrophe to form contractions and frequently occurring possessives.<br>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).<br>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

# Language Standards K–5

| Kindergartners: | Grade 1 students: | Grade 2 students: |
|---|---|---|
| **Knowledge of Language** | | |
| 3. (Begins in grade 2) | 3. (Begins in grade 2) | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English. |
| **Vocabulary Acquisition and Use** | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.<br>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).<br>b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Use frequently occurring affixes as a clue to the meaning of a word.<br>c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).<br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).<br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 5. With guidance and support from adults, explore word relationships and nuances in word meanings.<br>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).<br>c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).<br>d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).<br>c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).<br>d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. | 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).<br>b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). |
| 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b. Form and use regular and irregular plural nouns.<br>c. Use abstract nouns (e.g., *childhood*).<br>d. Form and use regular and irregular verbs.<br>e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.<br>f. Ensure subject-verb and pronoun-antecedent agreement.*<br>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>h. Use coordinating and subordinating conjunctions.<br>i. Produce simple, compound, and complex sentences. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).<br>b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.<br>d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).<br>e. Form and use prepositional phrases.<br>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*<br>g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.<br>c. Use verb tense to convey various times, sequences, states, and conditions.<br>d. Recognize and correct inappropriate shifts in verb tense.*<br>e. Use correlative conjunctions (e.g., *either/or, neither/nor*). |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.<br>b. Use commas in addresses.<br>c. Use commas and quotation marks in dialogue.<br>d. Form and use possessives.<br>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use correct capitalization.<br>b. Use commas and quotation marks to mark direct speech and quotations from a text.<br>c. Use a comma before a coordinating conjunction in a compound sentence.<br>d. Spell grade-appropriate words correctly, consulting references as needed. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).<br>d. Use underlining, quotation marks, or italics to indicate titles of works.<br>e. Spell grade-appropriate words correctly, consulting references as needed. |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Knowledge of Language** | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.*<br>b. Recognize and observe differences between the conventions of spoken and written standard English. | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases to convey ideas precisely.*<br>b. Choose punctuation for effect.*<br>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **Vocabulary Acquisition and Use** | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.<br>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). |

## Language Progressive Skills, by Grade

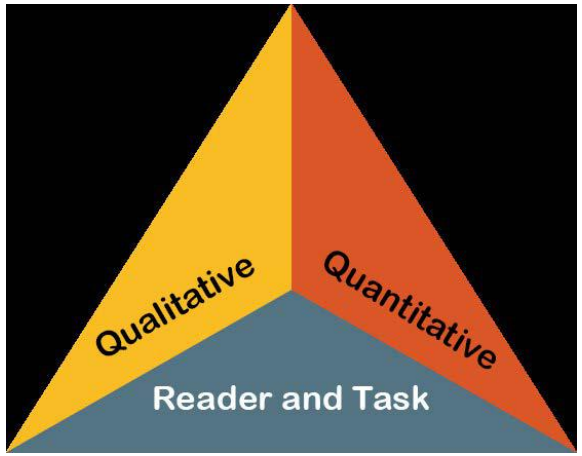
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | Grade(s) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. | * | * | * | * | * | * | * | * |
| L.3.3a. Choose words and phrases for effect. | * | * | * | * | * | * | * | * |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | * | * | * | * | * | * | * |
| L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). | | * | * | * | * | * | * | * |
| L.4.3a. Choose words and phrases to convey ideas precisely.* | | * | * | * | | | | |
| L.4.3b. Choose punctuation for effect. | | * | * | * | * | * | * | * |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense. | | | * | * | * | * | * | * |
| L.5.2a. Use punctuation to separate items in a series.† | | | * | * | * | * | | |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. | | | | * | * | * | * | * |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | * | * | * | * | * |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | * | * | * | * | * |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | * | * | * | * | * |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡ | | | | * | * | * | * | |
| L.6.3b. Maintain consistency in style and tone. | | | | * | * | * | * | * |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | * | * | * | * |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | * | * | * | * |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | * | * | * |
| L.9–10.1a. Use parallel structure. | | | | | | | * | * |

*Subsumed by L.7.3a
†Subsumed by L.9–10.1a
‡Subsumed by L.11–12.3a

# Standard 10: Range, Quality, and Complexity of Student Reading K–5

## Measuring Text Complexity: Three Factors




**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|---|---|---|
| **Stories** | **Dramas** | **Poetry** | **Literary Nonfiction and Historical, Scientific, and Technical Texts** |
| Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

* Read-aloud
** Read-along

# Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

| | Literature: Stories, Drama, Poetry | Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts |
|---|---|---|
| **K*** | ▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)*<br>▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967)<br>▪ *Pancakes for Breakfast* by Tomie DePaola (1978)<br>▪ *A Story, A Story* by Gail E. Haley (1970)*<br>▪ *Kitten's First Full Moon* by Kevin Henkes (2004)* | ▪ *My Five Senses* by Aliki (1962)**<br>▪ *Truck* by Donald Crews (1980)<br>▪ *I Read Signs* by Tana Hoban (1987)<br>▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)*<br>▪ *Amazing Whales!* by Sarah L. Thomson (2005)* |
| **1*** | ▪ "Mix a Pancake" by Christina G. Rossetti (1893)**<br>▪ *Mr. Popper's Penguins* by Richard Atwater (1938)*<br>▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**<br>▪ *Frog and Toad Together* by Arnold Lobel (1971)**<br>▪ *Hi! Fly Guy* by Tedd Arnold (2006) | ▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**<br>▪ *Starfish* by Edith Thacher Hurd (1962)<br>▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)**<br>▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)*<br>▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)* |
| **2–3** | ▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893)<br>▪ *Charlotte's Web* by E. B. White (1952)*<br>▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985)<br>▪ *Tops and Bottoms* by Janet Stevens (1995)<br>▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001) | ▪ *A Medieval Feast* by Aliki (1983)<br>▪ *From Seed to Plant* by Gail Gibbons (1991)<br>▪ *The Story of Ruby Bridges* by Robert Coles (1995)*<br>▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)<br>▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009) |
| **4–5** | ▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865)<br>▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888)<br>▪ *The Black Stallion* by Walter Farley (1941)<br>▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984)<br>▪ *Where the Mountain Meets the Moon* by Grace Lin (2009) | ▪ *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992)<br>▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)<br>▪ *A History of US* by Joy Hakim (2005)<br>▪ *Horses* by Seymour Simon (2006)<br>▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006) |

**Note**: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

# Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

| Exemplar Texts on a Topic Across Grades | K | 1 | 2–3 | 4–5 |
|---|---|---|---|---|
| **The Human Body**<br><br>**Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.** | **The five senses and associated body parts**<br>• *My Five Senses* by Aliki (1989)<br>• *Hearing* by Maria Rius (1985)<br>• *Sight* by Maria Rius (1985)<br>• *Smell* by Maria Rius (1985)<br>• *Taste* by Maria Rius (1985)<br>• *Touch* by Maria Rius (1985)<br>**Taking care of your body: Overview (hygiene, diet, exercise, rest)**<br>• *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001)<br>• *Get Up and Go!* by Nancy Carlson (2008)<br>• *Go Wash Up* by Doering Tourville (2008)<br>• *Sleep* by Paul Showers (1997)<br>• *Fuel the Body* by Doering Tourville (2008) | **Introduction to the systems of the human body and associated body parts**<br>• *Under Your Skin: Your Amazing Body* by Mick Manning (2007)<br>• *Me and My Amazing Body* by Joan Sweeney (1999)<br>• *The Human Body* by Gallimard Jeunesse (2007)<br>• *The Busy Body Book* by Lizzy Rockwell (2008)<br>• *First Encyclopedia of the Human Body* by Fiona Chandler (2004)<br>**Taking care of your body: Germs, diseases, and preventing illness**<br>• *Germs Make Me Sick* by Marilyn Berger (1995)<br>• *Tiny Life on Your Body* by Christine Taylor-Butler (2005)<br>• *Germ Stories* by Arthur Kornberg (2007)<br>• *All About Scabs* by GenichiroYagu (1998) | **Digestive and excretory systems**<br>• *What Happens to a Hamburger* by Paul Showers (1985)<br>• *The Digestive System* by Christine Taylor-Butler (2008)<br>• *The Digestive System* by Rebecca L. Johnson (2006)<br>• *The Digestive System* by Kristin Petrie (2007)<br>**Taking care of your body: Healthy eating and nutrition**<br>• *Good Enough to Eat* by Lizzy Rockwell (1999)<br>• *Showdown at the Food Pyramid* by Rex Barron (2004)<br>**Muscular, skeletal, and nervous systems**<br>• *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)<br>• *Muscles* by Seymour Simon (1998)<br>• *Bones* by Seymour Simon (1998)<br>• *The Astounding Nervous System* Crabtree Publishing (2009)<br>• *The Nervous System* by Joelle Riley (2004) | **Circulatory system**<br>• *The Heart* by Seymour Simon (2006)<br>• *The Heart and Circulation* by Carol Ballard (2005)<br>• *The Circulatory System* by Kristin Petrie (2007)<br>• *The Amazing Circulatory System* by John Burstein (2009)<br>**Respiratory system**<br>• *The Lungs* by Seymour Simon (2007)<br>• *The Respiratory System* by Susan Glass (2004)<br>• *The Respiratory System* by Kristin Petrie (2007)<br>• *The Remarkable Respiratory System* by John Burstein (2009)<br>**Endocrine system**<br>• *The Endocrine System* by Rebecca Olien (2006)<br>• *The Exciting Endocrine System* by John Burstein (2009) |

STANDARDS FOR

# English Language Arts

6–12

# College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

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

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Note on range and content of student reading

*To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

# Reading Standards for Literature 6–12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| 6. Explain how an author develops the point of view of the narrator or speaker in a text. | 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |

# Reading Standards for Literature 6–12

RL

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Integration of Knowledge and Ideas** | | |
| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |

# Reading Standards for Literature 6–12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Key Ideas and Details** | |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| **Craft and Structure** | |
| 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| **Integration of Knowledge and Ideas** | |
| 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). | 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| **Range of Reading and Level of Text Complexity** | |
| 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. |

# Reading Standards for Informational Text 6–12

RI

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| **Integration of Knowledge and Ideas** | | |
| 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |

# Reading Standards for Informational Text 6–12

RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Key Ideas and Details** | |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **Craft and Structure** | |
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| **Integration of Knowledge and Ideas** | |
| 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses). |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. | 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| **Range of Reading and Level of Text Complexity** | |
| 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.<br>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. |

# College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*

# Writing Standards 6–12



The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s) and organize the reasons and evidence clearly.<br>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from the argument presented. | 1. Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate transitions to clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from the information or explanation presented. | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |

# Writing Standards 6–12

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Text Types and Purposes (continued)** | | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or events. | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **Production and Distribution of Writing** | | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.) | 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) | 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.) |
| 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

# Writing Standards 6–12

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Research to Build and Present Knowledge** | | |
| 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").<br>b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").<br>b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").<br>b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). |
| **Range of Writing** | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# Writing Standards 6–12



The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<br>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

# Writing Standards 6–12

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Text Types and Purposes (continued)** | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.) | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) |
| 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| **Research to Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

# Writing Standards 6–12

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Research to Build and Present Knowledge (continued)** | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").<br>b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").<br>b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]"). |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

# College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Note on range and content of student speaking and listening

*To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*

# Speaking and Listening Standards 6–12

SL

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Comprehension and Collaboration** | | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.<br>d. Acknowledge new information expressed by others and, when warranted, modify their own views. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.<br>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.<br>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
| 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |
| **Presentation of Knowledge and Ideas** | | |
| 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) |

# Speaking and Listening Standards 6–12

SL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Comprehension and Collaboration** | |
| 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.<br>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>c. 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.<br>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| **Presentation of Knowledge and Ideas** | |
| 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) | 6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) |

# College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Note on range and content of student language use

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

# Language Standards 6–12

L

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., *myself, ourselves*).<br>c. Recognize and correct inappropriate shifts in pronoun number and person.*<br>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Form and use verbs in the active and passive voice.<br>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>d. Recognize and correct inappropriate shifts in verb voice and mood.* |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br>b. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).<br>b. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly. |
| **Knowledge of Language** | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.*<br>b. Maintain consistency in style and tone.* | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |

| Grade 6 students: | Grade 7 students: | Grade 8 students: |
|---|---|---|
| **Vocabulary Acquisition and Use** | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g. verbal irony, puns) in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). |
| 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# Language Standards 6–12



The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Conventions of Standard English** | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use parallel structure.*<br>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.<br>b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed. |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.<br>b. Use a colon to introduce a list or quotation.<br>c. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Observe hyphenation conventions.<br>b. Spell correctly. |
| **Knowledge of Language** | |
| 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<br>a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

| Grades 9–10 students: | Grades 11–12 students: |
|---|---|
| **Vocabulary Acquisition and Use** | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.<br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).<br>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.<br>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations. |
| 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Language Progressive Skills, by Grade

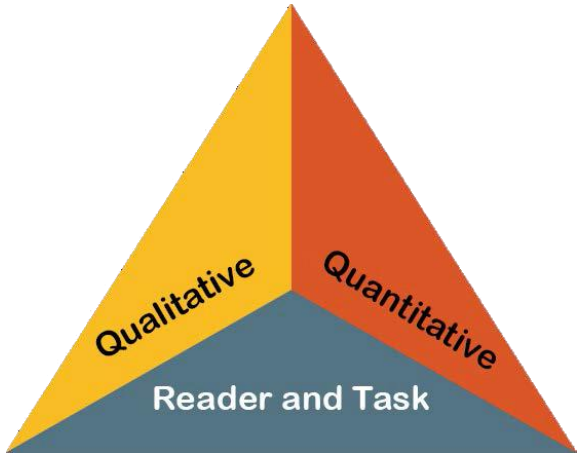
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | Grade(s) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement. | * | * | * | * | * | * | * | * |
| L.3.3a. Choose words and phrases for effect. | * | * | * | * | * | * | * | * |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | * | * | * | * | * | * | * |
| L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their). | | * | * | * | * | * | * | * |
| L.4.3a. Choose words and phrases to convey ideas precisely.[*] | | * | * | * | | | | |
| L.4.3b. Choose punctuation for effect. | | * | * | * | * | * | * | * |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense. | | | * | * | * | * | * | * |
| L.5.2a. Use punctuation to separate items in a series.[†] | | | * | * | * | * | | |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person. | | | | * | * | * | * | * |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | * | * | * | * | * |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | * | * | * | * | * |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | * | * | * | * | * |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[‡] | | | | * | * | * | * | |
| L.6.3b. Maintain consistency in style and tone. | | | | * | * | * | * | * |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | * | * | * | * |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | * | * | * | * |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | * | * | * |
| L.9–10.1a. Use parallel structure. | | | | | | | * | * |

[*] Subsumed by L.7.3a
[†] Subsumed by L.9–10.1a
[‡] Subsumed by L.11–12.3a

# Standard 10: Range, Quality, and Complexity of Student Reading 6–12

## Measuring Text Complexity: Three Factors




**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

## Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|---|---|---|
| **Stories** | **Drama** | **Poetry** | **Literary Nonfiction** |
| Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels | Includes one-act and multi-act plays, both in written form and on film | Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics | Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience |

## Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

| | Literature: Stories, Dramas, Poetry | Informational Texts: Literary Nonfiction |
|---|---|---|
| **6–8** | ▪ *Little Women* by Louisa May Alcott (1869)<br>▪ *The Adventures of Tom Sawyer* by Mark Twain (1876)<br>▪ "The Road Not Taken" by Robert Frost (1915)<br>▪ *The Dark Is Rising* by Susan Cooper (1973)<br>▪ *Dragonwings* by Laurence Yep (1975)<br>▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976) | ▪ "Letter on Thomas Jefferson" by John Adams (1776)<br>▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845)<br>▪ "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940)<br>▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955)<br>▪ *Travels with Charley: In Search of America* by John Steinbeck (1962) |
| **9–10** | ▪ *The Tragedy of Macbeth* by William Shakespeare (1592)<br>▪ "Ozymandias" by Percy Bysshe Shelley (1817)<br>▪ "The Raven" by Edgar Allan Poe (1845)<br>▪ "The Gift of the Magi" by O. Henry (1906)<br>▪ *The Grapes of Wrath* by John Steinbeck (1939)<br>▪ *Fahrenheit 451* by Ray Bradbury (1953)<br>▪ *The Killer Angels* by Michael Shaara (1975) | ▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775)<br>▪ "Farewell Address" by George Washington (1796)<br>▪ "Gettysburg Address" by Abraham Lincoln (1863)<br>▪ "State of the Union Address" by Franklin Delano Roosevelt (1941)<br>▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964)<br>▪ "Hope, Despair and Memory" by Elie Wiesel (1997) |
| **11–CCR** | ▪ "Ode on a Grecian Urn" by John Keats (1820)<br>▪ *Jane Eyre* by Charlotte Brontë (1848)<br>▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890)<br>▪ *The Great Gatsby* by F. Scott Fitzgerald (1925)<br>▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937)<br>▪ *A Raisin in the Sun* by Lorraine Hansberry (1959)<br>▪ *The Namesake* by Jhumpa Lahiri (2003) | ▪ *Common Sense* by Thomas Paine (1776)<br>▪ *Walden* by Henry David Thoreau (1854)<br>▪ "Society and Solitude" by Ralph Waldo Emerson (1857)<br>▪ "The Fallacy of Success" by G. K. Chesterton (1909)<br>▪ *Black Boy* by Richard Wright (1945)<br>▪ "Politics and the English Language" by George Orwell (1946)<br>▪ "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995) |

**Note**: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

STANDARDS FOR

# Literacy in History/Social Studies, Science, and Technical Subjects

6–12

# College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

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

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### Note on range and content of student reading

*Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*

# Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| 3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| **Integration of Knowledge and Ideas** | | |
| 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| 8. Distinguish among fact, opinion, and reasoned judgment in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. | 8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| 9. Analyze the relationship between a primary and secondary source on the same topic. | 9. Compare and contrast treatments of the same topic in several primary and secondary sources. | 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. |

# Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Cite specific textual evidence to support analysis of science and technical texts. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| **Craft and Structure** | | |
| 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics.* | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. | 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*. |
| 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*). | 5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. |
| **Integration of Knowledge and Ideas** | | |
| 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. | 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| **Range of Reading and Level of Text Complexity** | | |
| 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. | 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. |

# College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### Note on range and content of student writing

*For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.*

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Write arguments focused on *discipline-specific content*.<br>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented. | 1. Write arguments focused on *discipline-specific content.*<br>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.<br>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from or supports the argument presented. | 1. Write arguments focused on *discipline-specific content.*<br>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from or supports the argument presented. |

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Text Types and Purposes (continued)** | | |
| 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.<br>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Establish and maintain a formal style and objective tone.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.<br>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.<br>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). |
| 3. (See note; not applicable as a separate requirement) | 3. (See note; not applicable as a separate requirement) | 3. (See note; not applicable as a separate requirement) |

**Note:** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

| Grades 6–8 students: | Grades 9–10 students: | Grades 11–12 students: |
|---|---|---|
| **Production and Distribution of Writing** | | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| **Research to Build and Present Knowledge** | | |
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 9. Draw evidence from informational texts to support analysis reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
| **Range of Writing** | | |
| 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# Michigan State Board of Education

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National Heritage Academies

# *HIV and Sexually Transmitted Infection (HIV/STI) Prevention Curriculum Information for Michigan*

The following are key points with points #2-#4 listed in the order of implementation. **If you have additional questions or concerns, please contact Doug Maurer (dmaurer@nhaschools.com).**

**Point #1:** HIV/STI prevention must be taught and must be in compliance with state law. Note that schools are only required to teach HIV/STI prevention (§380.1169). Schools interested in also teaching sex education (§380.1507) should work with your DSQ as it is a school-based decision.

**Point #2:** The teachers designated to teach the HIV/STI prevention lesson must be fully qualified and attend an approved training course in the content. A list of contacts for Michigan schools is provided on the following pages. If training isn't possible, another option is to have a guest presenter.

**Point #3:** The HIV/STI Prevention Lesson Plans must be approved by the School Board. They must be re-approved in the event of any revisions following an approval.

**Point #4:** The School must facilitate two public hearings, one week apart, in the manner required under section 1201 for board meetings whereby the HIV/STI Prevention curriculum is presented to parents.

**Point #5:** For HIV/AIDS and sex education instruction, parents and/or legal guardians must be notified in advance of:

- The content of the instruction.
- Their right to review materials in advance.
- Their right to observe instruction.
- Their right to excuse their child without penalty if it conflicts with their sincerely held religious beliefs. Exemption requires the signing of a notification form which must be kept on file in the school's office. (See sample notification form below.)

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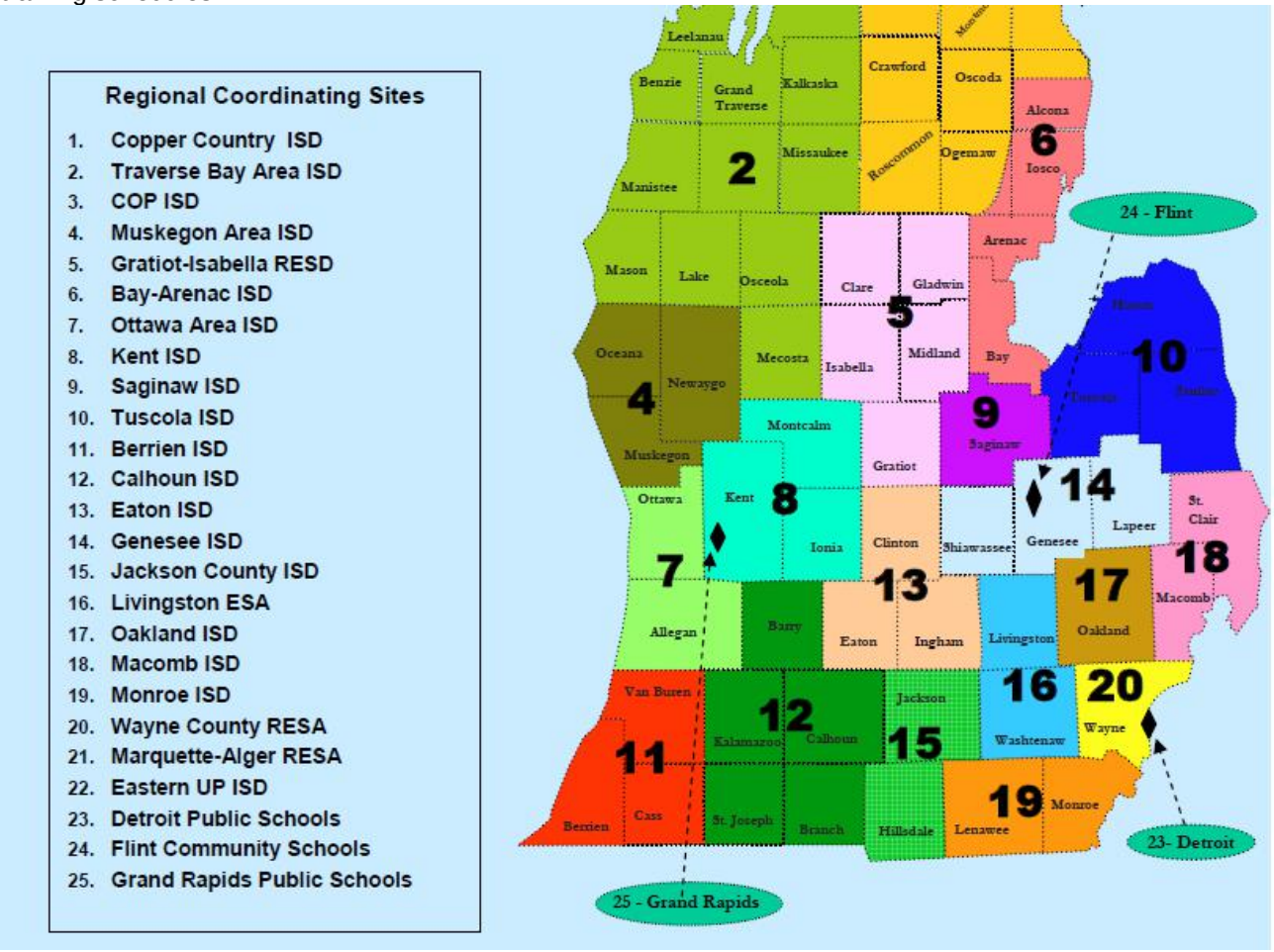
# Michigan ISD Coordinators for HIV/STI Prevention Training

The following information may provide some direction when looking for HIV/STI Prevention training for your teachers. The following map and contacts below should be able to provide you with HIV/STI Prevention training schedules.




| | | |
|---|---|---|
| **Calhoun I.S.D.**<br>Angela Blood<br>17111 G Drive North Marshall, MI 49068<br>P: 269-789-2413 F: 269-789-9584<br>blooda@calhounisd.org<br>*Barry, Branch, Calhoun, Kalamazoo, St. Joseph* | **Eaton R.E.S.A.**<br>Wendy Sellers<br>1790 E. Packard Highway<br>Charlotte, MI 48813<br>P: 517-541-8768 F: 517-543-4870<br>wsellers@eatonresa.org<br>*Clinton, Eaton, Ingham* | **Genesee I.S.D.**<br>Judy Fridline<br>Health, Safety and Nutrition Services<br>2413 W. Maple Ave.<br>Flint, MI 48507-3909<br>P: 810-591-5592 F: 810-591-4940<br>jfridlin@geneseeisd.org<br>*Genesee, Lapeer, Shiawassee* |
| **Jackson County I.S.D.**<br>Steve Sukta<br>6700 Browns Lake Road<br>Jackson, MI 49201<br>P: 517-768-5189 F: 517-768-5265<br>steve.sukta@jcisd.org<br>*Hillsdale, Jackson* | **Kent I.S.D.**<br>Cheryl Blair<br>2930 Knapp, N.E.<br>Grand Rapids, MI 49525<br>P: 616-365-2269 F: 616-364-1489<br>cherylblair@kentisd.org<br>*Ionia, Kent, Montcalm* | **Livingston E.S.A.**<br>Mary Beno<br>1425 W. Grand River Avenue<br>Howell, MI 48843 P: 517-540-6838 F: 517-546-7047<br>marybeno@livingstonesa.org<br>*Livingston, Washtenaw* |

| | | |
|---|---|---|
| **Macomb I.S.D.**<br>Mary Lebioda<br>44001 Garfield Road<br>Clinton Township, MI 48038<br>P: 586-228-3490 F: 586-286-2809<br>mlebioda@misd.net<br>*Macomb, St. Clair* | **Monroe I.S.D.**<br>Jean Foster<br>1101 S. Raisinville Road<br>Monroe, MI 48161<br>P: 734-242-5799 x 1335<br>F: 734-242-1363<br>jean.foster@monroeisd.us<br>*Lenawee, Monroe* | **Muskegon Area I.S.D.**<br>Jennifer Nelson<br>Regional Mathematics and Science Center<br>1001 Wesley Avenue<br>Muskegon, MI 49442-2142<br>P: 231-767-7333 F: 231-773-0505<br>jnelson@muskegonisd.org<br>*Muskegon, Newaygo, Oceana* |
| **Oakland Schools**<br>Christina Harvey<br>2111 Pontiac Lake Road<br>Waterford, MI 48328-2736<br>P: 248-209-2413 F: 248-209-2429<br>Christina.Harvey@oakland.k12.mi.us<br>*Oakland* | **Ottawa Area ISD**<br>*Allegan, Ottawa* | **Saginaw I.S.D.**<br>Amy Wassmann<br>3860 Fashion Square Blvd.<br>P.O. Box 5679<br>Saginaw, MI 48603-0679<br>P: 989-399-7462 F: 989-399-7475<br>wassmanna@sisd.cc<br>*Saginaw* |
| **Wayne R.E.S.A.**<br>Cynthia Cook<br>33500 Van Born Road<br>PO Box 807<br>Wayne, MI 48184-2497<br>P: 734-334-1608 F: 734-334-1218<br>cookc@resa.net<br>*Wayne* | | |

Dear Parents –

According to Michigan Law, students in fifth and eighth grade must be taught about HIV and the prevention of sexually transmitted infections. These lessons will take approximately 2-3 hours and will consist of information on HIV/STI symptoms and prevention. Boys and girls will be separated and the information will be presented separately to each group. I will be presenting and assessing the students on the information presented, as well as addressing questions that the students may have.

You have the right to opt your child out of the lesson for religious reasons. Any students not participating in this lesson with parent permission will not be penalized and their Science grade will not be affected. Students not involved in the HIV/STI Prevention lesson will be in a separate classroom doing an activity that is not associated with the lesson.

These lessons are planned for the following dates: _____.

Please check one option below, sign, and return the lower portion of this letter by _____. All students must return this permission form.

If you have any questions, please feel free to contact me.

Sincerely,

---

_____ Yes – my child will participate in the HIV/STI Prevention lesson

_____ No – my child will NOT participate in the HIV/STI Prevention lesson due to our religious beliefs

Student Name: _____

Parent Name: _____

Parent Signature: _____

# 5th Grade HIV, AIDS, and STI Lesson

MI Law: School districts are **required** to teach about dangerous communicable diseases, including, but not limited to, HIV/AIDS. (§380.1169) Instruction regarding dangerous communicable diseases, including, but not limited to, HIV/AIDS, must be offered at least **once** a year **at every building level** (elementary, middle/junior, senior high).
Instruction in HIV/AIDS must include the principal modes by which dangerous communicable diseases are spread and the **best methods for the restriction and prevention** of these diseases. (§380.1169)

## Before you start work on HIV/STI

HIV/STI is a potentially sensitive subject and discussion about it can provoke strong views as well as highlighting the need for additional information. People working with young people need to be aware of the legal and cultural context in which they operate and how it might support their plans and affect young people.

- Check out your own attitudes and values;
- Check out your knowledge; As necessary, check out additional information on this website (www.avert.org) which you can use to learn more about HIV/STI.
- Complete all pre-teaching requirements as explained here: HIV/STI Teaching Information

## Starting HIV/STI work with groups

Effective teaching and learning involves open discussion, interaction between teachers and learners, and critical evaluation of points of view as well as the acquisition of new knowledge. In order to engage with groups in this kind of learning and on a potentially sensitive subject like HIV/STI, you need to think about how to make the group a safe place for you and young people to talk and interact together. You can think about the following:

- Advantages and disadvantages of working in single-sex and mixed sex groups
- Agreeing on ground rules with a group on confidentiality, behavior, challenging and disagreeing with others, asking personal questions and so on

# HIV/STI Prevention Lesson

**Objective:** To distinguish between facts and misinformation about HIV, AIDS, and STI and correct misinformation.

**Materials:** Quiz for each student

**Time:** 30- 45 minutes.

**Procedure:**

1. Hand out the quiz for students to take individually.
2. Review quiz answers, telling students information about each as they correct their quizzes.
3. Students then take the notes page below and try to fill out as many blanks as possible from memory.
4. Teacher re-reads answers as students correct their notes.

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# The HIV/AIDS/STI Quiz

This quiz covers key basic information for the prevention of HIV/AIDS/STI

1. What is HIV?
   - A virus
   - A bacterium
   - A fungus
2. What is the difference between HIV and AIDS?
   - HIV is a virus and AIDS is a bacterial disease
   - HIV is the virus that causes AIDS
   - There is no difference between HIV and AIDS
3. Is there a cure for AIDS?
   - Yes
   - No
   - Only available on prescription
4. Can you get AIDS from sharing the cup of someone with HIV?
   - Yes
   - No
   - Only if you don't wash the cup
5. Can insects transmit HIV?
   - yes
   - No
   - Only mosquitoes
6. How can you tell if somebody has HIV?
   - Because of the way they act
   - They look tired and ill
   - There is no easy way to tell
7. What does HIV stand for?
   - Human Immunodeficiency Virus
   - Harmful Intravenous Vaccine
   - Humongous Injury Volition
8. What does STI stand for?
   - Sexually Transmitted Infection
   - Special Treatment Immunization
   - Standard Transmission Infection
9. Which practice puts you most at risk of becoming infected with HIV/STI?
   - Kissing
   - Using the same toilet as an infected person
   - Sexual contact
10. What is abstinence?
    - To not have sex
    - To only have sex with one partner
    - Not being married

Teacher Quiz Questions Answer Sheet

1. HIV is a virus. Like all viruses, HIV cannot grow or reproduce on its own. In order to make new copies of itself it must infect the cells of a living organism.
2. HIV is the virus that causes AIDS. A person diagnosed with HIV can live a healthy life, if they have access to antiretroviral treatment. A person living with HIV are said to have AIDS when they develop an AIDS defining illness. This usually occurs in people not taking antiretroviral treatment.
3. There is no cure for AIDS. This means it is important to be aware of prevention methods such as abstinence to protect yourself.
4. It is not possible to become infected with HIV from everyday casual contact such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to infected blood or bodily fluids other than saliva, sweat, or tears.
5. Insects cannot transmit HIV. When taking blood from someone mosquitoes do not inject blood from any previous person. The only thing that a mosquito injects is saliva, which acts as a lubricant and enables it to feed more efficiently.
6. There is no easy way to tell if a person has HIV. There are no specific symptoms of HIV. The only way to know if a person is infected with HIV is by them taking an HIV test.
7. Human Immunodeficiency Virus is the full term for HIV, which means that HIV weakens the body's immune system.
8. STI stands for Sexually Transmitted Infection. These can be passed on during sex. The only guaranteed way to avoid transmission is abstinence.
9. The only way to acquire HIV/STI is through sexual contact. You can't become infected with HIV through kissing or through everyday contact such as using the toilet.
10. Abstinence means to refrain from sex, or in other words, to refrain from sex. Abstinence is the absolute best way to prevent the transmission and spread of HIV/STI.

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**HIV/STI NOTES**

1. HIV is a _____. Like all _____, HIV cannot grow or reproduce on its own. In order to make new copies of itself it must infect the _____of a living organism.

2. HIV is the virus that causes _____. A person diagnosed with HIV can live a _____ life, if they have access to antiretroviral treatment. A person living with HIV are said to have AIDS when they develop an AIDS defining _____. This usually occurs in people not taking antiretroviral treatment.

3. There is no _____ for AIDS. This means it is important to be aware of prevention methods such as abstinence to protect yourself.

4. It is not possible to become infected with HIV from everyday _____ _____ such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to _____ _____ or bodily fluids other than _____, _____, or _____.

5. _____ cannot transmit HIV. When taking blood from someone mosquitoes do not _____blood from any previous person. The only thing that a mosquito injects is saliva, which acts as a lubricant and enables it to _____ more efficiently.

6. There is no easy way to tell if someone has _____. There are no specific symptoms of HIV. The only way to know if a person is infected with HIV is by them taking an HIV test.

7. _____ _____ _____ is the full term for HIV, which means that HIV weakens the body's immune system.

8. STI stands for Sexually Transmitted _____. These can be passed on during sex. The only guaranteed way to avoid transmission is abstinence.

9. The _____way to acquire HIV/STI is through sexual contact. You can't become infected with HIV through kissing or through everyday contact such as using the toilet.

10. Abstinence means to _____ from sex, or in other words, to not have sex. Abstinence is the absolute _____ way to prevent the transmission and spread of HIV/STI.

## Lesson 2: Handling Peer Pressure

**Objective:** This exercise will help to enable young people to find ways of saying no to peer pressure,

**Materials:** Chart paper, Scenarios, Ways to Handle Peer Pressure sheet, Pens and paper.

**Time:** about 30-40 minutes, depending on the size of the group.

**Procedure:**

1. Tell students that this activity will give them ideas of ways to handle pressure from peers.
2. Hand out the **Ways to Handle Peer Pressure** sheet. Have students read silently and add any other ideas they have. Have students share out any they have added and make a group chart paper with their additions.
3. Pose the following prompts and ask students to use their sheets as a resource and to share out responses they might suggest for that situation. Have whole group discussion on the responses.

    - Examples of things people might say if they're trying to pressure a peer.
      1. "Come into this room quick, I just want to be alone with you."
      2. "If you were really my friend you would do this with me."
      3. "No one will find out and I've done this before; you'll be fine."
      4. "Everyone else is doing it."
      5. "You said you would, you can't back out now!"

# WAYS TO HANDLE PEER PRESSURE

## AVOID RISKY SITUATIONS:

• Follow the rules of the school and stay out of areas that are off-limits.
• Spend time with groups of friends instead of alone with a person who makes you feel uncomfortable.
•
•
•

## USE VERBAL SKILLS:

• Say “No”
• Tell the person pressuring you that you don’t feel good about what is happening and are leaving
• Communicate with an adult if you are feeling threatened, uncomfortable or frightened by the actions of a peer.
•
•
•

## USE BODY LANGUAGE:

• Use serious facial expressions
• Create distance between you and the person
• Cross your arms
•
•
•

## USE DELAY TACTICS:

• Tell the person you have to call home
•
•
•

## BUILD THE RELATIONSHIP:

• Explain your feelings about what is happening and why it makes you uncomfortable
•
•
•

## OTHER:

**8th Grade**

**Preparing for Human Immunodeficiency Virus (HIV) and Sexually Transmitted Infections (STI) Instruction** (lessons begin on page 3)

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- Check out your own attitudes and values;
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- Advantages and disadvantages of working in single-sex and mixed sex groups
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National Heritage Academies®

# HIV, AIDS, and STI Overview Lesson

**Objective:** To distinguish between facts and misinformation about HIV, AIDS, and STI and correct misinformation.

**Materials:** Quiz for each student

**Time:** 30- 45 minutes.

**Procedure:**

1. Hand out the quiz for students to take individually.
2. Review quiz answers, telling students information about each as they correct their quizzes.
3. Students then take the notes page below and try to fill out as many blanks as possible from memory.
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National Heritage Academies

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National Heritage Academies

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4. It is not possible to become infected with HIV from everyday _____ _____ such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to _____ _____ or bodily fluids other than _____, _____, or _____.

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      1. "Come into this room quick, I just want to be alone with you."
      2. "If you really cared about me you would do this with me."
      3. "No one will find out and I've done this before; you'll be fine."
      4. "Everyone else is doing it."
      5. "What did you think we were going to do? You can't back out now!"

# WAYS TO HANDLE PEER PRESSURE

## AVOID RISKY SITUATIONS:

• Follow the rules of the school and stay out of areas that are off-limits.
• Spend time with groups of friends instead of alone with a person you are attracted to, or a person who makes you feel uncomfortable.
•
•
•

## USE VERBAL SKILLS:

• Say “No”
• Tell the person pressuring you that you don’t feel good about what is happening and are leaving
• Communicate with an adult if you are feeling threatened, uncomfortable or frightened by the actions of a peer.
•
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## USE BODY LANGUAGE:

• Use serious facial expressions
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## USE DELAY TACTICS:

• Tell the person you have to call home
•
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•

## BUILD THE RELATIONSHIP:

• Explain your feelings about what is happening and why it makes you uncomfortable
•
•
•

## OTHER:

•

# 2020-2021
# KINDERGARTEN YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | | Bridges in Mathematics | Week |
|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | 0 |
| 1 | Volume 1 | Exploring Manipulatives & Counting Principles K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 | Unit 1 | Numbers to Five & Ten | **Module 1:** Sorting Shoes *K.CC.1, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.MD.2, K.MD.3, K.G.1, K.G.2, K.G.4, K.G.6* | 1 |
| 2 | Volume 1 | Exploring Manipulatives & Counting Principles K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 | Unit 1 | Numbers to Five & Ten | **Module 2:** Friendly Fives *K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.OA.3, K.MD.3* | 2 |
| 3 | Volume 1 | Exploring Manipulatives & Counting Principles K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 | Unit 1 | Numbers to Five & Ten | **Module 3:** Friendly Tens *K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.OA.3, K.MD.3* | 3 |
| 4 | Volume 1 | Exploring Manipulatives & Counting Principles K.CC.3, K.CC.4a, K.CC.4b, K.CC.5 | Unit 1 | Numbers to Five & Ten | **Module 4:** Using Structures & Patterns *K.CC.3, K.CC.5* | 4 |
| 5 | | ***Fall Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 5. Bridges Work Places from Previous Unit are recommended during math block.*** | | | | 5 |
| 6 | Volume 1 | Add To, Put Together/Take Apart, Take From Problems – within 5 K.OA.1, K.OA.2 | Unit 2 | Numbers to Ten | **Module 1:** Dots to Ten *K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.OA.1, K.OA.3, K.OA.4* | 6 |
| 7 | Volume 1 | Add To, Put Together/Take Apart, Take From Problems – within 5 K.OA.1, K.OA.2 | Unit 2 | Numbers to Ten | **Module 2:** Introducing the Number Rack *K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.OA.1, K.OA.3* | 7 |
| 8 | Volume 1 | Add To, Put Together/Take Apart, Take From Problems – within 5 K.OA.1, K.OA.2 | Unit 2 | Numbers to Ten | **Module 3:** Five & Some More *K.CC.1, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.MD.3* | 8 |
| 9 | Volume 1 | Add To, Put Together/Take Apart, Take From Problems – within 5 K.OA.1, K.OA.2 | Unit 2 | Numbers to Ten | **Module 4:** Composing & Decomposing Shapes *K.G.1, K.G.2, K.G.4, K.G.6* **This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 9 |
| 10 | Volume 2 | Add To, Put Together Problems – within 10 K.OA.1, K.OA.2 | Unit 3 | Bikes & Bugs: Double, Add & Subtract | **Module 1:** Bicycle Doubles *K.CC.1, K.CC.4a, K.CC.4b, K.CC.5, K.OA.1, K.OA.3, K.G.5* | 10 |
| 11 | Volume 2 | Add To, Put Together Problems – within 10 K.OA.1, K.OA.2 | Unit 3 | Bikes & Bugs: Double, Add & Subtract | **Module 2:** Adding & Subtracting Ones *K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4* | 11 |
| 12 | Volume 2 | Add To, Put Together Problems – within 10 K.OA.1, K.OA.2 | Unit 3 | Bikes & Bugs: Double, Add & Subtract | **Module 3:** Add, Subtract, Double It! *K.CC.2, K.CC.3, K.CC.4b, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.MD.1, K.MD.2* | 12 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 13 | | Add To, Put Together Problems – within 10<br>K.OA.1, K.OA.2 | Unit 3 | Bikes & Bugs | **Module 4:** Put Them in Order<br>*K.CC.2, K.CC.3, K.CC.4b, K.CC.4c, K.CC.6, K.CC.7, K.OA.3, K.OA.4* | 13 |
| 14 | Volume 2 | Add To, Put Together/Take Apart, Take From Problems – within 10<br>K.OA.1, K.OA.2 | Unit 4 | Paths to Adding, Subtracting & Measuring | **Module 1:** Paths: The Number Line<br>*K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.7, K.MD.1* | 14 |
| 15 | | Add To, Put Together/Take Apart, Take From Problems – within 10<br>K.OA.1, K.OA.2 | | | **Module 2:** Counting, Adding & Subtracting with Forest Animals<br>*K.CC.2, K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.5* | 15 |
| 16 | | Add To, Put Together/Take Apart, Take From Problems – within 10<br>K.OA.1, K.OA.2 | | | **Module 3:** Comparing & Measuring Length<br>*K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.6, K.OA.5, K.MD.1, K.MD.2* | 16 |
| 17 | | Add To, Put Together/Take Apart, Take From Problems – within 10<br>K.OA.1, K.OA.2 | | | **Module 4:** Fives & Ones with Money<br>*K.CC.1, K.CC.2, K.CC.6, K.OA.1, K.OA.2, K.OA.5, K.MD.3* | 17 |
| 18 | **Winter Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 18. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 18 |
| 19 | Volume 3 | Change/Addend Unknown Problems – within 10<br>K.OA.1, K.OA.2, K.NBT.4 | Unit 5 | Two-Dimensional Geometry | **Module 1:** Exploring Shapes<br>*K.CC.1, K.CC.3, K.CC.6, K.CC.7, K.OA.3, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5* | 19 |
| 20 | | Change/Addend Unknown Problems – within 10<br>K.OA.1, K.OA.2, K.NBT.4 | | | **Module 2:** Circles, Squares, Triangles & Rectangles<br>*K.CC.1, K.CC.6, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5* | 20 |
| 21 | | Change/Addend Unknown Problems – within 10<br>K.OA.1, K.OA.2, K.NBT.4 | | | **Module 3:** Constructing & Drawing Shapes<br>*K.CC.3, K.CC.6, K.OA.4, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6* | 21 |
| 22 | | Change/Addend Unknown Problems – within 10<br>K.OA.1, K.OA.2, K.NBT.4 | | | **Module 4:** Sorting, Comparing, Composing & Decomposing Shapes<br>*K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 22 |
| 23 | | Add To, Put Together Problems – within 20<br>K.OA.1, K.OA.2, K.NBT.1, Intro to 1.OA.1 | Unit 6 | Three-Dimensional Shapes & Numbers Beyond Ten | **Module 1:** What Do You Know About Three- Dimensional Shapes?<br>*K.CC.1, K.CC.2, K.CC.4a, K.CC.4b, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.NBT.1, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5* | 23 |
| 24 | | Add To, Put Together Problems – within 20<br>K.OA.1, K.OA.2, K.NBT.1, Intro to 1.OA.1 | | | **Module 2:** More Three- Dimensional Shapes<br>*K.CC.1, K.CC.2, K.CC.3, K.CC.4a–b, K.CC.5, K.CC.6, K.OA.3, K.OA.5, K.MD.3, K.G.1, K.G.2, K.G.3, K.G.4, K.G.5* | 24 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 25 | Volume 3 | Add To, Put Together Problems – within 20<br>K.OA.1, K.OA.2, K.NBT.1, Intro to 1.OA.1 | Unit 6 | Three-Dimensional Shapes & Numbers Beyond | **Module 3:** Exploring the Teen Numbers<br>*K.CC.1, K.CC.2, K.CC.3, K.CC.4c, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1* | 25 |
| 26 | | Add To, Put Together Problems – within 20<br>K.OA.1, K.OA.2, K.NBT.1, Intro to 1.OA.1 | | | **Module 4:** Combinations to Ten<br>*K.CC.3, K.CC.4a, K.CC.4b, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.5* | 26 |
| 27 | Volume 4 | Add To, Put Together/Take Apart, Take From Problems – within 20<br>K.OA.1, K.OA.2, K.OA.3, K.NBT.1, Intro to 1.OA.1 | Unit 7 | Weight & Place Value | **Module 1:** How Heavy? Weight & Number<br>*K.CC.1, K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.NBT.1, K.MD.1, K.MD.2, K.MD.3* | 27 |
| 28 | | Add To, Put Together/Take Apart, Take From Problems – within 20<br>K.OA.1, K.OA.2, K.OA.3, K.NBT.1, Intro to 1.OA.1 | | | **Module 2:** Tens & Ones to Twenty<br>*K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA1, K.OA2, K.OA.5, K.NBT.1* | 28 |
| 29 | | Add To, Put Together/Take Apart, Take From Problems – within 20<br>K.OA.1, K.OA.2, K.OA.3, K.NBT.1, Intro to 1.OA.1 | | | **Module 3:** Addition & Subtraction Story Problems<br>*K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.MD.1* | 29 |
| 30 | | Add To, Put Together/Take Apart, Take From Problems – within 20<br>K.OA.1, K.OA.2, K.OA.3, K.NBT.1, Intro to 1.OA.1 | | | **Module 4:** Counting by Tens & Ones<br>*K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.5, K.NBT.1* | 30 |
| 31 | | Add To, Put Together Problems – within 50<br>K.CC.1, K.OA.1, K.OA.2, Intro to 1.NBT.4 | Unit 8 | Computing & Measuring with Frogs & Bugs | **Module 1:** Catching, Counting & Comparing<br>*K.CC.1, K.CC.2, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1* | 31 |
| 32 | | Add To, Put Together Problems – within 50<br>K.CC.1, K.OA.1, K.OA.2, Intro to 1.NBT.4 | | | **Module 2:** Frogs: Estimating & Measuring<br>*K.CC.1, K.CC.3, K.CC.5, K.CC.6, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.NBT.1, K.MD.1, K.MD.2, K.MD.3* | 32 |
| 33 | | Add To, Put Together Problems – within 50<br>K.CC.1, K.OA.1, K.OA.2, Intro to 1.NBT.4 | | | **Module 3:** Tens & Ones<br>*K.CC.2, K.CC.3, K.CC.4c, K.CC.6, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1* | 33 |
| 34 | | Add To, Put Together Problems – within 50<br>K.CC.1, K.OA.1, K.OA.2, Intro to 1.NBT.4 | | | **Module 4:** Addition & Subtraction Equations<br>*K.CC.3, K.CC.5, K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5, K.NBT.1* | 34 |
| 35 | **Spring Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 35/36. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 35 |
| 36 | **Additional Learning Opportunities for Schools with Flex Time at the End of the Year** Refer to the Scoring Guide portion of your assessments for reteaching opportunities | | | | | 36 |

# 2020-2021
# 1ST GRADE YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | Bridges in Mathematics | | Week |
|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | 0 |
| 1 | Volume 1 | **Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 10 1.OA.1** | Unit 1 | Numbers All Around Us | **Module 1:** Counting & Data with Popsicles *1.OA, 1.NBT, 1.NBT.1, 1.MD.4* | 1 |
| 2 | Volume 1 | **Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 10 1.OA.1** | Unit 1 | Numbers All Around Us | **Module 2:** Meet the Number Rack *K.CC, K.CC.4A, K.CC.5, 1.OA.3, 1.0A.6, 1.OA.8, 1.NBT, 1.NBT.1, 1.MD.4* | 2 |
| 3 | Volume 1 | **Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 10 1.OA.1** | Unit 1 | Numbers All Around Us | **Module 3:** Part-Part- Whole to Ten *K.MD, 1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4* | 3 |
| 4 | Volume 1 | **Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 10 1.OA.1** | Unit 1 | Numbers All Around Us | **Module 4:** Adding & Subtracting to Ten with the Number Rack *1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.MD.1, 1.MD.2, 1.MD.4* | 4 |
| 5 | | ***Fall Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 5. Bridges Work Places from Previous Unit are recommended during math block.*** | | | | 5 |
| 6 | | **See Learning Loss Supplemental Resource Guide Unit A: Add To, Put Together/Take Apart** K.OA.1, K.OA.2, K.OA.3, K.NBT.1 | **See Learning Loss Supplemental Resource Guide Unit A: Place Value and Structuring Ten** *K.CC., K.CC.1, K.CC.2, K.CC.3, K.CC.4A, K.CC.4B, K.CC.5, K.CC.6, K.CC.7, K.OA.1, K.OA.2, K.OA.4, K.OA.5, K.NBT.1* | | | 6 |
| 7 | | **See Learning Loss Supplemental Resource Guide Unit A: Add To, Put Together/Take Apart** K.OA.1, K.OA.2, K.OA.3, K.NBT.1 | | | | 7 |
| 8 | | **See Learning Loss Supplemental Resource Guide Unit A: Add To, Put Together/Take Apart** K.OA.1, K.OA.2, K.OA.3, K.NBT.1 | | | | 8 |
| 9 | | **See Learning Loss Supplemental Resource Guide Unit A: Add To, Put Together/Take Apart** K.OA.1, K.OA.2, K.OA.3, K.NBT.1 | | | | 9 |
| 10 | Volume 1 | **Change/Addend Unknown Problems – within 10 1.OA.1** | Unit 2 | Developing Strategies with Dice & Dominoes | **Module 1:** Counting, Comparing & Adding with Dominoes *1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7, 1.NBT.1, 1.NBT.3* | 10 |
| 11 | Volume 1 | **Change/Addend Unknown Problems – within 10 1.OA.1** | Unit 2 | Developing Strategies with Dice & Dominoes | **Module 2:** Fact Families & Story Problems *1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.3* | 11 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 12 | Volume 1 | Change/Addend Unknown Problems – within 10<br>1.OA.1 | Unit 2 | Developing Strategies with Dice & Dominoes | **Module 3:** Introducing Fact Strategies<br>*1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.MD.4, 1.G.2* | 12 |
| 13 | Volume 1 | Change/Addend Unknown Problems – within 10<br>1.OA.1 | Unit 2 | Developing Strategies with Dice & Dominoes | ***Module 4:** Counting by Fives & Tens<br>*1.OA.1, 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.G.2, 1.G.2, 1.G.3*<br>**This module is recommended as an extension of learning for priority standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 13 |
| 14 | Volume 2 | Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 3 | Adding, Subtracting, Counting & Comparing | **Module 1:** Single-Digit Sums<br>*1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.4, 1.MD.4* | 14 |
| 15 | Volume 2 | Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 3 | Adding, Subtracting, Counting & Comparing | **Module 2:** Combinations with the Number Rack *1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.NBT.4, 1.MD.3, 1.MD.4* | 15 |
| 16 | Volume 2 | Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 3 | Adding, Subtracting, Counting & Comparing | **Module 3:** Tens & Teens<br>*1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2a, 1.NBT.2b, 1.NBT.3, 1.NBT.4* | 16 |
| 17 | Volume 2 | Add To, Put Together/Take Apart, Take From Result Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 3 | Adding, Subtracting, Counting & Comparing | **Module 4:** Exploring Equations<br>*1.OA.1, 1.OA.3, 1.OA.6, 1.OA.7, 1.OA.8* | 17 |
| 18 | **Winter Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 18. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 18 |
| 19 | Volume 2 | Change/Addend Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 4 | Leapfrogs on the Number Line | **Module 1:** Adding & Subtracting on the Life-Sized Number Line<br>*1.OA.1, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4* | 19 |
| 20 | Volume 2 | Change/Addend Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 4 | Leapfrogs on the Number Line | **Module 2:** Jumping by Fives & Tens<br>*1.NBT.1, 1.NBT.2c, 1.NBT.4, 1.NBT.5, 1.NBT.6* | 20 |
| 21 | Volume 2 | Change/Addend Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 4 | Leapfrogs on the Number Line | **Module 3:** Jumping by Fives & Tens on the Open Number Line<br>*1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6* | 21 |
| 22 | Volume 2 | Change/Addend Unknown Problems – within 20<br>1.OA.1, 1.OA.6 | Unit 4 | Leapfrogs on the Number Line | ***Module 4:** Measuring, Comparing & Subtracting with Penguins<br>*1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6, 1.MD.1, 1.MD.2, 1.MD.4*<br>**This module is recommended as an extension of learning for priority standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 22 |
| 23 | Volume 3 | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | Unit 5 | Geometry | **Module 1:** Introducing Two- Dimensional Shapes<br>*1.OA.3, 1.OA.6, 1.MD.4, 1.G.1, 1.G.2* | 23 |
| 24 | Volume 3 | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | Unit 5 | Geometry | **Module 2:** Introducing Three Dimensional Shapes<br>*1.OA.6, 1.OA.7, 1.MD.4, 1.G.1, 1.G.2* | 24 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 25 | Volume 3 | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | Unit 5 | Geometry | **Module 3:** Putting Shapes Together & Taking Them Apart<br>*1.OA.6, 1.NBT.1, 1.NBT.4, 1.NBT.6, 1.G.1, 1.G.2, 1.G.3* | 25 |
| 26 | | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | ***Module 4:** Sorting & Graphing Shapes<br>*1.MD.4, 1.G.1*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 26 |
| *27* | | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | Unit 6 | Figure the Facts with Penguins | **Module 1:** Story Problems for Basic Addition & Subtraction<br>*1.OA.1, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.1, 1.NBT.2b* | *27* |
| 28 | | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | **Module 2:** Combinations & Story Problems<br>*1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.6, 1.OA.8, 1.NBT.2b* | 28 |
| 29 | | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | **Module 3:** Solving for the Unknown in Penguin Stories<br>*1.OA.1, 1.OA.4, 1.OA.6, 1.OA.7, 1.OA.8* | 29 |
| 30 | | Comparison Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | ***Module 4:** Measuring & Comparing Emperor & Little Blue Penguins<br>*1.OA.1, 1.OA.2, 1.OA.6, 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.MD.1, 1.MD.2*<br>**This module is recommended as an extension of learning for priority standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 30 |
| 31 | Volume 4 | Tell Time on Digital and Analog Clock- to the hour and half hour<br>1.MD.B3 | Unit 7 | One Hundred & Beyond | **Module 1:** Grouping Sticks & Bundles Beyond One Hundred<br>*1.OA.6, 1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.NBT.3, 1.NBT.4, 1.NBT.6* | 31 |
| 32 | | Tell Time on Digital and Analog Clock- to the hour and half hour<br>1.MD.B3 | | | **Module 2:** Hansel & Gretel's Path on the Number Line<br>*1.NBT.1, 1.NBT.2, 1.NBT.4, 1.NBT.5, 1.NBT.6* | 32 |
| 33 | | Start Unknown Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | **Module 3:** Adding & Subtracting Two-Digit Numbers with Hansel & Gretel<br>*1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.OA.8, 1.NBT.1, 1.NBT.4, 1.NBT.5, 1.NBT.6, 1.MD.2, 1.G.3* | 33 |
| 34 | | Start Unknown Problems – within 10 and 20<br>1.OA.1, 1.OA.6 | | | **Module 4:** Place Value with Money<br>*1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.MD.3, 1.MD.4* | 34 |
| 35 | **Spring Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 35/36. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 35 |
| 36 | **Additional Learning Opportunities for Schools with Flex Time at the End of the Year**<br>**Extension Option:** See Bridges Unit 8: Changes, Changes<br>**Build Strategies with Math Stories:** Volume 4, Unit 8, Add To/Put Together Problems - within 100 | | | | | 36 |

# 2020-2021
# 2ND GRADE YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | | 0 |
| 1 | Volume 1 | **Place Value Understanding**<br>**1.NBT.2A, 1.NBT.2B, 1.NBT.2C, 1.NBT.4, supports 2.NBT.1** | Unit 1 | Figure the Facts | **Module 1:** Sorting & Graphing<br>*K.MD.3, 1.MD.4, 2.MD.10* | | 1 |
| 2 | | **Place Value Understanding**<br>**1.NBT.2A, 1.NBT.2B, 1.NBT.2C, 1.NBT.4, supports 2.NBT.1** | | | **Module 2:** Number Facts with the Number Rack<br>*K.CC.4A, K.CC.5, 1.OA.1, 1.OA.4, 1.OA.6, 1.NBT.3, 2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.2, 2.MD.8* | | 2 |
| 3 | | **Place Value Understanding**<br>**1.NBT.2A, 1.NBT.2B, 1.NBT.2C, 1.NBT.4, supports 2.NBT.1** | | | **Module 3:** Introducing Addition & Subtraction Strategies<br>*1.OA.1, 1.OA.2, 1.NBT, 2.OA.1, 2.OA.2, 2.OA.3, .2MD.10* | | 3 |
| 4 | | **Place Value Understanding**<br>**1.NBT.2A, 1.NBT.2B, 1.NBT.2C, 1.NBT.4, supports 2.NBT.1** | | | **Module 4:** Fluency with Addition Facts to Twenty<br>*1.OA.6, 2.OA.1, 2.OA.2, 2.OA.3, 2.MD.6* | | 4 |
| 5 | | ***Fall Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 5. Bridges Work Places from Previous Unit are recommended during math block.*** | | | | | 5 |
| 6 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Telling Time**<br>1.MD.B3 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: One Hundred & Beyond**<br>*1.OA.1, 1.OA.2, 1.OA.3, 1.OA.6, 1.NBT.1, 1.NBT.2, 1.NBT.2A, 1.NBT.2C, 1.NBT.3, 1.MBT.4, 1.NBT.5, 1.NBT.6, 1.MD, 1.MD.2, 1.G.3* | | | 6 |
| 7 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Telling Time**<br>1.MD.B3 | | | | | 7 |
| 8 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Start Unknown Problems – within 10 and 20**<br>1.OA.1, 1.OA.6 | | | | | 8 |
| 9 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Start Unknown Problems – within 10 and 20**<br>1.OA.1, 1.OA.6 | | | | | 9 |
| 10 | Volume 1 | **Put Together/Add To – Result Unknown Problems**<br>**2.OA.1, 2.NBT.7** | Unit 2 | Place Value & Measurment | **Module 1:** Counting & Modeling Two- & Three-Digit Numbers<br>2.OA.1, 2.OA.2, 2.NBT.1, 2.NBT.1A, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.MD.4, 2.MD.6 | | 10 |
| 11 | | **Put Together/Add To – Result Unknown Problems**<br>**2.OA.1, 2.NBT.7** | | | **Module 2:** Measuring Jack's Giant Beans with Tens<br>*2.OA2, 2.OA.4, 2NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.MD.4, 2.MD.6* | | 11 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 12 | Volume 1 | Put Together/Add To – Result Unknown Problems<br>2.OA.1, 2.NBT.7 | Unit 2 | Place Value & Measurment | **Module 3:** Adding on the Open Number Line<br>*2.OA.1, 2.OA.2, 2NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7* | 12 |
| 13 | | Put Together/Add To – Result Unknown Problems<br>2.OA.1, 2.NBT.7 | | | ***Module 4:** Thinking in Twos<br>*2.OA.3, 2.OA.4*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 13 |
| 14 | Volume 2 | Take Away – Result Unknown Problems<br>2.OA.1 | Unit 3 | Addition & Subtraction Within 100 | **Module 1:** Tens & Ones<br>*2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.NBT.9, 2.MD.1, 2.MD.6* | 14 |
| 15 | | Take Away – Result Unknown Problems<br>2.OA.1 | | | **Module 2:** Adding & Subtracting on the Number Line<br>*2.OA.1, 2.OA.2, 2NBT.2, 2.NBT.5, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8* | 15 |
| 16 | | Take Away – Result Unknown Problems<br>2.OA.1 | | | **Module 3:** Present & Parcel Story Problems with Two-Digit Numbers<br>*2.OA.1, 2.OA.2, 2NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.9, 2.MD.5, 2.MD.6, 2.MD.8* | 16 |
| 17 | | Take Away – Result Unknown Problems<br>2.OA.1 | | | ***Module 4:** Data & the Many Colors Project<br>*2.OA.3, 2.MD.10*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 17 |
| 18 | **Winter Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 18. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 18 |
| 19 | Volume 2 | Addend Unknown Problems<br>2.OA.1, 2.NBT.7 | Unit 4 | Addition & Subtraction | **Module 1:** Inches & Feet<br>*2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.5, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.6, 2.MD.10* | 19 |
| 20 | | Addend Unknown Problems<br>2.OA.1, 2.NBT.7 | | | **Module 2:** Inches, Feet & Yards<br>*2.OA.1, 2.OA.2, 2NBT.4, 2.NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.8* | 20 |
| 21 | | Addend Unknown Problems<br>2.OA.1, 2.NBT.7 | | | **Module 3:** Proportions & Fractions with a Giant<br>*2.OA.1, 2.OA.2, 2NBT.5, 2.NBT.6, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.8* | 21 |
| 22 | | Addend Unknown Problems<br>2.OA.1, 2.NBT.7 | | | ***Module 4:** Thinking in Threes<br>*2.OA.3, 2.OA.4*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 22 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 23 | Volume 3 | Start Unknown Problems & Mixed Review<br>2.OA.1 | Unit 5 | Place Value to One Thousand | **Module 1:** Counting to One Thousand<br>*2.OA.1, 2.OA.2, 2NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.MD.8* | 23 |
| 24 | | Start Unknown Problems & Mixed Review<br>2.OA.1 | | | **Module 2:** Place Value with Money<br>*2.OA.3, 2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.7, 2.MD.8, 2.MD.10* | 24 |
| 25 | | Start Unknown Problems & Mixed Review<br>2.OA.1 | | | **Module 3:** Multiples of Ten, One Hundred & One Thousand<br>*2.NBT.1, 2.NBT.1a-b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8* | 25 |
| 26 | | Start Unknown Problems & Mixed Review<br>2.OA.1 | | | ***Module 4:** Sequences & Patterns<br>*2.OA.3*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 26 |
| 27 | Volume 3 | Two-Step Problems<br>2.OA.1 | Unit 6 | Geometry | **Module 1:** Attributes of Two- Dimensional Shapes<br>*2.OA2, 2.NBT.1, 2.NBT.3, 2.NBT.5, 2.MD.8 , 2.G.1, 2.G.2* | 27 |
| 28 | | Two-Step Problems<br>2.OA.1 | | | **Module 2:** Exploring Area & Arrays<br>*2.OA.4, 2.G.1, 2.G2, 2.G.3* | 28 |
| 29 | | Two-Step Problems<br>2.OA.1 | | | **Module 3:** Composing & Decomposing Patchwork Shapes<br>*2.OA.1, 2.OA.2, 2.OA.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.G.1-2.G.3* | 29 |
| 30 | | Two-Step Problems<br>2.OA.1 | | | ***Module 4:** Patchwork Fractions<br>*2.MD.10, 2.G.1, 2.G.2, 2.G.3*<br>**This module is recommended as an extension of learning for supporting standards. If needed, it can be replaced with reteaching suggestions found in the Scoring Guide portion of your Unit Assessment.* | 30 |
| 31 | Volume 4 | Digital and Analog Clocks - Determining time to the nearest 5 minutes<br>2.MD.C.7 | Unit 7 | Measurement, Fractions & Multi-Digit Computation with Hungry Ants | **Module 1:** Army Ants: Length in Metric Units<br>*2.OA.1, 2.NBT.1, 2.NBT.1a-b, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.1 - 2.MD.4, 2.MD.6, 2.MD.8, 2.G.3* | 31 |
| 32 | | Digital and Analog Clocks - Determining time to the nearest 5 minutes<br>2.MD.C.7 | | | **Module 2:** Ant Treats: Division & Fractions<br>*2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.MD.1, 2.MD.3, 2.MD.10, 2.G.3* | 32 |
| 33 | | Comparison Problems<br>2.OA.1 | | | **Module 3:** Adding & Subtracting Three-Digit Numbers<br>*2.OA.1, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.3, 2.MD.8, 2.MD.10, 2.G.3* | 33 |
| 34 | | Comparison Problems<br>2.OA.1 | | | **Module 4:** Writing & Solving Story Problems<br>*2.OA.1, 2.OA.2, 2NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.MD.1, 2.MD.3, 2.MD.4, 2.MD.8, 2.MD.10* | 34 |
| 35 | **Spring Numeracy Assessment Window - No Bridges Sessions/Math Stories Planned During Week 35/36. Bridges Work Places from Previous Units are recommended during math block.** | | | | | 35 |
| 36 | **Additional Learning Opportunities for Schools with Flex Time at the End of the Year**<br>**Extension Option:** See Bridges Unit 8: Measurement, Data & Multi-Digit Computation with Marble Rolls<br>**Build Strategies with Math Stories:** Volume 4, Unit 8, Three-Digit Computation | | | | | 36 |

# 2020-2021
# 3RD GRADE YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | | Bridges in Mathematics | Week |
|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | 0 |
| 1 | Volume 1 | **Weeks 1-4 have no Math Stories**<br><br>**Focus:**<br>Classroom Culture,<br>Mathematics Routines & Procedures,<br>Instructional Pacing of Bridges sessions | Unit 1 | Addition and Subtraction Patterns | **Module 1***:* Community Building and Addition Facts to Twenty<br>*2.OA.2, 3.OA.9* | 1 |
| 2 | | | | | **Module 2:** Subtraction Facts to Twenty<br>*2.OA.2, 3.OA.9* | 2 |
| 3 | | | | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Inches, Feet, and Yards**<br>*2.MD.1, 2.MD.3, 2.MD.4* | 3 |
| 4 | | | | | **Module 3:** Double-Digit Addition<br>*2.MD.1, 2.MD.3, 2.MD.5, 3.NBT.2* | 4 |
| 5 | | **Double-Digit Addition within 100**<br>***2.OA.1, 2.NBT.5, 3.NBT.2*** | | | **Module 4:** Story Problems and Strategies<br>*2.NBT.5 , 3.NBT.2, 3.OA.8* | 5 |
| 6 | | **Double-Digit Subtraction within 100**<br>***2.OA.1, 2.NBT.5 , 3.NBT.2*** | Unit 2 | Introduction to Multiplication | **Module 1:** Multiplication in Context<br>*3.OA.1, 3.OA.3, 3.OA.5, 3.OA.9* | 6 |
| 7 | | **Efficient Ways to Count Objects**<br>***3.OA.1*** | | | **Module 2:** Multiplying with Arrays & Number Lines<br>*3.OA.9* | 7 |
| 8 | | **Equal Groups Story Problems**<br>***3.OA.1*** | | | **Module 3:** Ratio Tables & the Multiplication Table<br>*3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6,3.OA.7, 3.OA.9, 3.MD.3* | 8 |
| 9 | | **Introduction to Array Story Problems**<br>***3.OA.1, 3.OA.3*** | | | **Module 4:** Story Problems with Graphs & Multiple Operations<br>*3.OA.8, 3.MD.3* | 9 |
| 10 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit B: Revisiting Place Value and 3-Digit Computation**<br>*2.NBT.1, 2.NBT.3, 2.NBT.4, 2.NBT.7* | | | | 10 |
| 11 | Volume 2 | **Using Known Facts to Solve Problems**<br>***3.OA.3, 3.OA.5, 3.OA.7*** | Unit 3 | Multi-Digit Addition and Subtraction | **Module 1:** Rounding and Multi-Digit Addition<br>*3.NBT.1, 3.NBT.2, 3.OA.8* | 11 |
| 12 | | **Using Known Facts to Solve Problems**<br>***3.OA.3, 3.OA.5, 3.OA.7*** | | | **Module 2:** Multi-Digit Subtraction<br>*3.NBT.1, 3.NBT.2* | 12 |
| 13 | | **Two Step Word Problems**<br>***3.OA.8*** | | | **Module 3:** Estimating to Add and Subtract<br>*3.NBT.1, 3.NBT.2* | 13 |
| 14 | | **Two Step Word Problems**<br>***3.OA.8*** | | | **Module 4:** Exploring the Algorithms for Addition and Subtraction<br>*3.NBT.1, 3.NBT.2, 3.OA.8* | 14 |
| 15 | | ***Review & Interim 1 Testing Window*** | | | | 15 |

| Week | | Math Story Focus | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 16 | Volume 2 | Multiplying by Multiples of 10<br>*3.OA.3, *3.NBT.3*<br>**Math Stories used to introduce 3.NBT.3 skills* | Unit 4 | Measurement and Fractions | **Module 1:** Measuring Time and Mass<br>*3.MD.1, 3.MD.2* | 16 |
| 17 | | Multiplying by Multiples of 10<br>*3.OA.3, 3.OA.8, *3.NBT.3*<br>**Math Stories used to introduce 3.NBT.3 skills* | | | **Module 2:** Measuring Volume & Solving Measurement Problems<br>*3.OA.8, 3.NBT.2,3.MD.1, 3.MD.2* | 17 |
| 18 | | Time<br>*3.MD.1* | | | **See Supplemental Resource Guide Unit C** *2.G.3*<br>**Module 3:** Fractions as Fair Shares<br>*3.NF.1, 3.NF.2a-b, 3.NF.3a-d* | 18 |
| 19 | | *Time*<br>*3.MD.1* | | | **Module 4:** Fractions on a Line Plot<br>*3.NF.1,3.NF.3a-d, 3.G.2* | 19 |
| 20 | Volume 3 | Introduction to Fractions<br>*3.NF.1* | Unit 5 | Multiplication, Division and Area | **Module 1:** Linking Multiplication and Division<br>*3.OA.1, 3.OA.2, 3.OA.3, 3.OA.6, 3.OA.9* | 20 |
| 21 | | Fractions on a Number Line<br>*3.NF.2a. 3.NF.2b* | | | **Module 2:** Multiplication and Division Families<br>*3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6, 3.OA.7* | 21 |
| 22 | | Grouping and Sharing Division<br>*3.OA.2* | | | **Module 3:** Division Practice<br>*3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7, 3.OA.8* | 22 |
| 23 | | Multiplication and Division with Arrays<br>*3.OA.2, 3.OA.3* | | | **Module 4:** Introducing Area<br>*3.MD.5a-b, 3.MD.6, 3.MD.7a-b* | 23 |
| 24 | | ***Review & Interim2 Testing Window*** | | | | 24 |
| 25 | | Division within Measurement Situations<br>*3.OA.1, 3.OA.2, 3.OA.3* | Unit 7 | Extending Fractions | **Module 3:** Fractions as Parts of a Whole & Parts of a Set<br>*3.NF.1, 3.NF.2, 3.NF.3a-b, 3.G.2* | 25 |
| 26 | | Using Grid Shapes to Find Area<br>*3.MD.6, 3.MD.7a, 3.MD.7b* | | | **Module 4:** Fractions at Work<br>*3.NF.1, 3.NF.2, 3.NF.3a-b, 3.G.2, 3.MD.3* | 26 |
| 27 | | Area as Additive<br>*3.MD.7c* | Unit 6 | Geometry | **Module 1:** Investigating Polygons<br>*3.G.1* | 27 |
| 28 | | Decomposing to Find Area<br>*3.MD.7d* | | | **Module 2:** Quadrilaterals<br>*3.G.1* | 28 |
| 29 | Volume 4 | Finding Perimeter<br>*3.MD.8* | Unit 6 | Geometry Continued | **Module 3:** Perimeter & Area<br>*3.OA.3, 3.NF.1, 3.NF.3b, 3.NF.3d, 3.MD.5a-b, 3.MD.7a-b, 3.MD.8 3.G.1* | 29 |
| 30 | | Mass and Liquid Volume<br>*3.MD.2* | | | **Module 4:** Shapes and Fractions<br>*3.G.2* | 30 |
| 31 | | Mass and Liquid Volume<br>*3.MD.2* | Unit 7 | Extending Multiplication | **Module 1:** Multiplication Beyond the Basics<br>*3.OA.8, 3.NBT.3* | 31 |
| 32 | | Mixed Review Multistep Problems with Multiplication, Division, and Fractions | | | **Module 2:** One by Two Digit Multiplication<br>*3.OA.5, 3.NBT.3* | 32 |
| 33 | | No Math Stories<br>Bridges Unit 8 | Unit 8 | Bridge Design and Construction: Data Collection & Analysis | **Module 1:** Introducing Bridges<br>*3.MD.2, 3.MD.3, 3.MD.4, 3.MD.6, 3.MD.7* | 33 |
| 34 | | | | | **Module 2:** Investigating Structures in Bridges<br>*3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8, 3.G.1,3.G.2* | 34 |
| 35 | | | | | **Module 3:** Planning, Building, & Analyzing Bridges<br>*3.MD.1, 3.MD.2, 3.MD.4, 3.MD.8, 3.G.1, 3.G.2* | 35 |
| 36 | | | | | **Module 4:** Demonstrating Our Learning About Bridges<br>*3.NF.1, 3.MD.1, 3.MD.2, 3.MD.4, 3.MD.6, 3.MD.7, 3.MD.8, 3.G.1, 3.G.2* | 36 |

# 2020-2021
# 4TH GRADE YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | | Bridges in Mathematics | Week |
|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | 0 |
| 1 | Volume 1 | **Weeks 1-3 have no Math Stories**<br><br>**Focus:**<br>Classroom Culture, Mathematics Routines & Procedures, & Instructional Pacing of Bridges sessions | | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Multiplication and Division**<br>*3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, 3.OA.9* | 1 |
| 2 | | | | | | 2 |
| 3 | | | | | | 3 |
| 4 | | **See Learning Loss Supplemental Resource**<br>Snap Facts | Unit 1 | Multiplicative Thinking | **Module 1:** Models for Multiplication & Division<br>*3.OA, 4.OA.1, 4.OA.2, 4.NBT.5, 4.NBT.6* | 4 |
| 5 | | **See Learning Loss Supplemental Resource**<br>Snap Facts | | | **Module 2:** Primes & Composites<br>*3.OA, 4.OA.4* | 5 |
| 6 | | **See Learning Loss Supplemental Resource**<br>Snap Facts | | | **Module 3:** Multiplicative Comparisons and Equations<br>*3.OA, 4.OA.1, 4.OA.2, 4.OA.3, 4.OA.4* | 6 |
| 7 | | **Multiplicative Comparisons**<br>*4.OA.1, 4.OA.2* | | | **Module 4:** Measurement Experiences<br>*4.OA.2, 4.MD.1, 4.MD.2* | 7 |
| 8 | | **Multi-digit Multiplication**<br>*4.NBT.5* | Unit 2 | Multi-digit Multiplication and Early Division | **Module 1:** Building Multiplication Arrays<br>*4.NBT.1, 4.NBT.5, 4.MD.1, 4.MD.3* | 8 |
| 9 | | **Multi-digit Multiplication**<br>*4.NBT.5* | | | **Module 2:** Arrays & Ratio Tables<br>*4.OA.3, 4.OA.4, 4.NBT.1, 4.NBT.5* | 9 |
| 10 | | **Multi-digit Multiplication**<br>*4.NBT.5* | | | **Module 3:** Multiplication Stories and Strategies<br>*4.OA.3, 4.NBT.5, 4.MD.2* | 10 |
| 11 | | **Multi-digit Multiplication**<br>*4.NBT.5* | | | **Module 4:** Early Division with Remainders<br>*4.NBT.5, 4.NBT.6* | 11 |
| 12 | | ***Review & Interim 1 Testing Window*** | | | | 12 |
| 13 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit B: Fractions as Fair Shares**<br>*3.NF.1, 3.NF.2a, 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d, 3.G.2* | | | | 13 |
| 14 | Volume 2 | **Fractions Equivalence & Comparing**<br>*4.NF.1, 4.NF.2* | Unit 3 | Fractions and Decimals | **Module 1:** Equivalent Fractions<br>*4.NF.1, 4.NF.2, 4.NF.3* | 14 |
| 15 | | **Composing and Decomposing Fractions & Mixed Numbers** *4.NF.3, 4.NF.4, 4.MD.4* | | | **Module 2:** Comparing, Composing & Decomposing Fractions and Mixed Numbers *4.NF.1, 4.NF.2, 4.NF.3a-d, 4.NF.4a-b* | 15 |
| 16 | | **Fractions & Decimals**<br>*4.NF.5, 4.NF.6, 4.NF.7* | | | **Module 3:** Introducing Decimals<br>*4.NF.5, 4.NF.6, 4.NF.7* | 16 |
| 17 | | **Fractions & Decimals**<br>*4.NF.5, 4.NF.6, 4.NF.7* | | | **Module 4:** Fractions & Decimals<br>*4.NF.2, 4.NF.5, 4.NF.6, 4.NF.7* | 17 |
| 18 | | **See Learning Loss Supplemental Resources Guide**<br>**Unit C: Rounding and Multi-Digit Addition**<br>*3.NBT.1, 3.NBT.2, 3.0A.8* | | | | 18 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 19 | Volume 2 | Composing and Decomposing Fractions & Mixed Numbers *4.NF.3, 4.NF.4* | Unit 4 | Addition & Subtraction | **Module 1:** Place Value & the Standard Algorithm<br>*4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4* | 19 |
| 20 | | Multiplying Fractions<br>*4.NF.3, 4.NF.4* | | | **Module 2:** The Standard Algorithm<br>*4.NBT.1, 4.NBT.2, 4.NBT.3, 4.NBT.4* | 20 |
| 21 | | Adding, Subtracting & Multiplying Fractions<br>*4.NF.3, 4.NF.4* | Unit 5 | Geometry & Measurement | **Module 3:** Area and Perimeter<br>*4.NBT.5, 4.MD.3, 4.G.1, 4.G.2, 4.G.3* | 21 |
| 22 | Volume 3 | Division<br>*4.NBT.6* | Unit 6 | Multiplication & Division, Data & Fractions | **Module 1:** Multiplication & Division Strategies<br>*4.NBT.5, 4.NBT.6* | 22 |
| 23 | | Division<br>*4.NBT.6* | | | **Module 2:** Revisiting Area and Perimeter<br>*4.NBT.5, 4.NBT.6, 4.MD.1, 4.MD.2, 4.MD.3* | 23 |
| 24 | | ***Review & Interim 2 Testing Window*** | | | | 24 |
| 25 | | Division<br>*4.NBT.6* | Unit 6 | Multiplication & Division, Data & Fractions | **Module 3:** Line Plots, Fractions & Division<br>*4.OA.3, 4.OA.4, 4.NBT.6, 4.NF.1, 4.MD.4* | 25 |
| 26 | | Division<br>*4.NBT.6* | | | **Module 4:** More Division<br>*4.OA.3, 4.OA.4, 4.NBT.6* | 26 |
| 27 | | Measurement, Data & Geometry<br>*4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3* | Unit 5 | Geometry & Measurement | **Module 1:** Measuring Angles<br>*4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2* | 27 |
| 28 | | Measurement, Data & Geometry<br>*4.MD.5, 4.MD.6, 4.MD.7, 4.G.1, 4.G.2, 4.G.3* | | | **Module 2:** Polygons & Symmetry<br>*4.OA.5, 4.MD.5b, 4.MD.6, 4.G.1, 4.G.2, 4.G.3* | 28 |
| 29 | Volume 4 | Equivalence & Comparing Fractions<br>*4.NF.1, 4.NF.2* | Unit 7 | Reviewing & Extending Fractions, Decimals & Multi-Digit Addition | **Module 1:** Multiplication & Division Strategies<br>*4.NBT.5, 4.NBT.6* | 29 |
| 30 | | Equivalence & Comparing Fractions<br>*4.NF.1, 4.NF.2* | | | **Module 2:** Revisiting Area and Perimeter<br>*4.NBT.5, 4.NBT.6, 4.MD.1, 4.MD.2, 4.MD.3* | 30 |
| 31 | | Comparing Decimals & Fractions<br>*4.NF.5, 4.NF.6, 4.NF.7* | | | **Module 3:** Introducing the Standard Multiplication Algorithm<br>*4.OA.3, 4.NBT.5* | 31 |
| 32 | | Solving Multi-step Word Problems<br>*4.OA.3* | | | **Module 4:** Extending the Standard Multiplication Algorithm<br>*4.NBT.5, 4.NBT.6* | 32 |
| 33 | | Solving Multi-step Word Problems<br>*4.OA.3* | Unit 4 | Measurement | **Module 3:** Measurement<br>**Module 4:** Measurement & Data Displays<br>*4.MD.1, 4.MD.2* | 33 |
| 34 | | Operations and Algebraic Thinking<br>*4.OA.1, 4.OA.2, 4.OA.3* | Unit 5 | Geometry & Measurement | **Module 4:** Angles in Motion<br>*4.MD.5, 4.MD.6, 4.MD.7* | 34 |
| 35 | | Number and Operations-Base Ten<br>*4.NBT.1, 4.NBT.2, 4.NBT.3* | Unit 8 *[Optional]* | Patterns & Problems | **Module 1:** Introducing Playground Design<br>4.MD.1, 4.MD.2, 4.MD.3, 4.MD.5, 4.MD.6, 4.MD.7, 4.G.1<br>**Module 2:** Making Decisions<br>4.MD.1, 4.MD.2, 4.MD.3, 4.G.1 | 35 |
| 36 | | Number and Operations-Base Ten<br>*4.NBT.1, 4.NBT.2, 4.NBT.3* | | | **Module 3:** Using Scale Models for Our Playground & Field<br>4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.G.1<br>**Module 4:** Building Models Playgrounds<br>4.MD.1, 4.MD.2, 4.MD.6, 4.G.1, 4.G.2 | 36 |

# 2020-2021
# 5TH GRADE YEAR LONG SCOPE & SEQUENCE
## *Adjusted for Learning Loss*

| Week | | Math Story Focus | | | Bridges in Mathematics | Week |
|---|---|---|---|---|---|---|
| 0 | | ***Week 0 represents the initial week of school, which is often a partial week. The length of week 0 will depend on your school calendar. Focus: Classroom Culture & Schoolwide Routines & Procedures*** | | | | 0 |
| 1 | Volume 1 | **Weeks 1-3 have no Math Stories**<br><br>**Focus:**<br>Classroom Culture,<br>Mathematics Routines & Procedures,<br>Instructional Pacing of Bridges sessions | Unit 1 | Expressions, Equations & Volume | **Module 1:** Multiplication & Volume<br>*4.OA.4, 5.OA.1, 5.OA.2, 5.MD.3b, 5.MD.5a* | 1 |
| 2 | | | | | **Module 2:** Factors, Multiples & the Associative Property<br>*4.OA.4, 4.NBT.5, 5.OA.1, 5.OA.2, 5.NF.5a, 5.MD.3a–b, 5.MD.5a* | 2 |
| 3 | | | | | **Module 3:** Multiplication Strategies<br>*4.NBT.5, 5.OA.1, 5.OA.2, 5.NBT.6* | 3 |
| 4 | | **Multi-Digit Multiplication**<br>***4.NBT.5, 5.NBT.5*** | | | **Module 4:** From Multiplication to Division<br>*4.NBT.6, 5.MD.5a, 5.NBT.6* | 4 |
| 5 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Finding Volume**<br>*5.MD.3, 5.MD.4* | Unit A | Extend Volume and Ramp up to Fractions | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Volume Continued** *5.OA.1, 5.NBT.6, 5.MD.3b, 5.MD.4, 5.MD.5a–c, 5.G.1, 5.G.3, 5.G.4* | 5 |
| 6 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Missing Dimensions Using Volume**<br>*5.MD.5* | | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Fraction Review/Ramp Up**<br>*4.NF.1, 4.NF.2, 4.NF.3* | 6 |
| 7 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Volume of Composite Figures**<br>*5.MD.5* | | | **See Learning Loss Supplemental Resource Guide**<br>**Unit A: Fraction Review/Ramp Up**<br>*4.NF.1, 4.NF.2, 4.NF.3a-d, 4.NF.4a-b* | 7 |
| 8 | | **Equal Sharing**<br>***5.NF.3*** | Unit 2 | Adding & Subtracting Fractions | **Module 1:** Adding & Subtracting Fractions<br>*5.NF.1, 5.NF.2* | 8 |
| 9 | | **Equal Sharing**<br>***5.NF.3*** | | | **Module 2:** Introducing Common Denominators<br>*5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a* | 9 |
| 10 | | **Equivalency**<br>***5.NF.1*** | | | **Module 3:** Common Denominators<br>*5.NBT.7, 5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4a* | 10 |
| 11 | | **Add & Subtract Fractions**<br>***5.NF.1, 5.NF.2*** | | | **Module 4:** LCMs and GCFs<br>*5.NF.1, 5.NF.2* | 11 |
| 12 | | ***Review & Interim 1 Testing Window*** | | | | 12 |
| 13 | | **See Learning Loss Supplemental Resource Guide**<br>**Unit B: Place Value Review and Ramp Up to Visual Models**<br>*4.NBT.1, 4.NBT.5* | | | | 13 |

| Week | | Math Story Focus | | | Bridges in Mathematics | | Week |
|---|---|---|---|---|---|---|---|
| 14 | Volume 2 | Add & Subtract Fractions & Mixed Numbers<br>*5.NF.1, 5.NF.2* | Unit 3 | Place Value & Decimals | **Module 1:** Whole Number & Decimal Place Value<br>*5.NBT.1, 5.NBT.2, 5.NBT.7* | | 14 |
| 15 | | Add & Subtract Fractions - Distance<br>*5.NF.1, 5.NF.2* | | | **Module 2:** Adding & Subtracting Decimals<br>*5.NBT.1, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.7* | | 15 |
| 16 | | Add & Subtract Fractions - Multi-Step Problems<br>*5.NF.1, 5.NF.2 , 5.MD.2* | | | **Module 3:** Conversions<br>*5.NBT.2, 5.NBT.4, 5.NBT.6, 5.NBT.7, 5.MD.1* | | 16 |
| 17 | | Mixed Review - Add & Subtract Fractions<br>*5.NF. 1, 5.NF.2 , 5.MD.2* | | | **Module 4:** Division & the Area Model<br>*5.NBT.6* | | 17 |
| 18 | | Naming & Comparing Decimals<br>*5.NBT.3* | Unit 4 | Multiplying & Dividing Whole Numbers & Decimals | **Module 1:** Multiplication & Division Strategies<br>*5.OA.2, 5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a* | | 18 |
| 19 | | Decimal Base 10 Concepts<br>*5.NBT.1* | | | **Module 2:** More Multiplication & Division Strategies<br>*5.OA.1, 5.NBT.5, 5.NBT.7, 5.NF.4a* | | 19 |
| 20 | | Add & Subtract Decimals<br>*5.NBT.7* | | | **Module 3:** From Array to Algorithm<br>*5.NBT.5, 5.NBT.6, 5.NBT.7, 5.MD.5b* | | 20 |
| 21 | | Add & Subtract Decimals<br>*5.NBT.7* | | | **Module 4:** Multiplying to Divide<br>*5.NBT.5, 5.NBT.6* | | 21 |
| 22 | Volume 3 | Multiply a Whole Number by a Fraction<br>*5.NF.4* | Unit 5 | Multiplying & Dividing Fractions | **Module 1:** Multiplying Whole Numbers by Fractions<br>*5.NF.1, 5.NF.4a–b, 5.NF.5b, 5.NF.6, 5.MD.1* | | 22 |
| 23 | | Find a Fraction of a Whole Number<br>*5.NF.4* | | | **Module 2:** Multiplying Fractions by Fractions<br>*5.NF.1, 5.NF.4a–b, 5.NF.5a–b, 5.NF.6* | | 23 |
| 24 | | ***Review & Interim 2 Testing Window*** | | | | | 24 |
| 25 | | Multiply Fractions by Fractions<br>*5.NF.4, 5.NF.6* | Unit 5 | Multiplying & Dividing Fractions | **Module 3:** More Fraction-by-Fraction Multiplication<br>*5.NF.4a–b, 5.NF.5b, 5.NF.6* | | 25 |
| 26 | | Divide a Whole Number by a Fraction<br>*5.NF.7* | | | **Module 4:** Dividing Fractions & Whole Numbers<br>*5.NBT.6, 5.NF.7a–c* | | 26 |
| 27 | | Divide a Fraction by a Whole Number<br>*5.NF.7* | Unit 7 | Division & Decimals | **Module 1:** Division of Fractions & Whole Numbers<br>*5.OA.1, 5.NBT.2, 5.NBT.6, 5.NF.3, 5.NF.7a–c* | | 27 |
| 28 | Volume 4 | Mixed Review* | | | **Module 2:** Division Interpretations & Strategies<br>*5.NBT.6, 5.NF.3, 5.NF.7a–c* | | 28 |
| 29 | | Mixed Review* | | | **Module 3:** Powers of Ten<br>*5.NBT.2, 5.NBT.6, 5.NBT.7* | | 29 |
| 30 | | Mixed Review* | | | **Module 4:** Decimal Multiplication & Division<br>*5.NBT.2, 5.NBT.7* | | 30 |
| 31 | | Mixed Review - Place Value<br>*5.NBT.1, 5.NBT.2, 5.NBT.7* | Unit 6 | Graphing & Geometry | **Module 1:** Graphing Ordered Pairs<br>*5.OA.3, 5.G.1, 5.G.2* | | 31 |
| 32 | | Mixed Review - Fractions<br>*5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4* | | | **Module 2:** Classifying Polygons<br>*5.MD.3a, 5.G.1, 5.G.3, 5.G.4* | | 32 |
| 33 | | Mixed Review - Fractions<br>*5.NF.2, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7* | | | **Module 4:** Banners & Flags<br>*5.NF.4b, 5.NF.5a–b, 5.NF.6* | | 33 |

| Week | Math Story Focus | | Bridges in Mathematics | | | Week |
|---|---|---|---|---|---|---|
| 34 | | No Math Stories<br>Bridges Unit 8 | Unit 8 | Solar Design | **Module 1:** Investigating Solar Energy<br>*5.MD.5a–b, 5.G.2* | 34 |
| 35 | | | | | **Module 2:** Investigating Passive Solar Design<br>*5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2* | 35 |
| 36 | | | | | **Module 3:** Designing Solar Homes<br>*5.NBT.5, 5.NBT.6, 5.NBT.7, 5.NF.4a–b, 5.NF.6, 5.NF.7c, 5.MD.1, 5.MD.5a–b, 5.G.2*<br>**Module 4:** Finishing Our Models<br>*5.NBT.5, 5.NF.4a–b, 5.NF.6, 5.MD.1, 5.G.2* | 36 |

**Weeks 28-30 Mixed Review is intended for reviewing specific skills based on Interim 2 data. See Volume 4 for more guidance on the Mixed Review weeks.*

# 6th Grade Scope and Sequence 2020-2021

## Adjusted for Learning Loss

| Week | |
|---|---|
| 0 | Routines and Procedures – Administer Unit 1 Preassessment |
| 1 | Unit 1: Area and Surface Area<br>6.G.A.1 • 6.G.A.4 • 6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c |
| 2 | |
| 3 | |
| 4 | Unit 2: Introducing Ratios<br>6.RP.A.1 • 6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3a • 6.RP.A.3b |
| 5 | |
| 6 | |
| 7 | |
| 8 | Unit 3: Unit Rates and Percentages<br>6.RP.A.2 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c • 6.RP.A.3d |
| 9 | |
| 10 | |
| 11 | |
| 12 | Interim Review – Interim 1 Testing |
| 13 | Unit 4: Dividing Fractions<br>6.NS.A.1 • 6.G.A.1 • 6.G.A.2 |
| 14 | |
| 15 | |
| 16 | |
| 17 | Unit 5: Arithmetic in Base Ten<br>6.EE.A.4 • 6.NS.B.2 • 6.NS.B.3 |
| 18 | |
| 19 | |
| 20 | Unit 6: Expressions and Equations<br>6.EE.A.1 • 6.EE.A.2 - 6.EE.A.2a • 6.EE.A.2c • 6.EE.A.3 • 6.EE.A.4 • 6.EE.B.5 • 6.EE.B.6 • 6.EE.B.7 • 6.EE.C.9 • 6.NS.B.3 • 6.RP.A.3 - 6.RP.A.3b • 6.RP.A.3c |
| 21 | |
| 22 | |
| 23 | |
| 24 | Interim Review - Interim 2 Testing |
| 25 | Unit 7: Rational Numbers<br>6.NS.B.4 • 6.NS.C.5 • 6.NS.C.6 - 6.NS.C.6a • 6.NS.C.6b • 6.NS.C.6c • 6.NS.C.7 - 6.NS.C.7a • 6.NS.C.7b • 6.NS.C.7c • 6.NS.C.7d • 6.NS.C.8 • 6.EE.A.2 - 6.EE.A.2b • 6.EE.B.5 • 6.EE.B. 6 • 6.EE.B.8 • 6.G.A.3 |
| 26 | |
| 27 | |
| 28 | |
| 29 | Unit 8: Data Sets and Distribution<br>6.SP.A.1 • 6.SP.A.2 • 6.SP.A.3 • 6.SP.B.4 • 6.SP.B.5 - 6.SP.B.5a • 6.SP.B.5b • 6.SP.B.5c • 6.SP.B.5d • 6.NS.B.3 |
| 30 | |
| 31 | |
| 32 | |
| 33 - EOY | Unit 9: Putting it All Together |

# 7th Grade Scope and Sequence 2020-2021

## Adjusted for Learning Loss

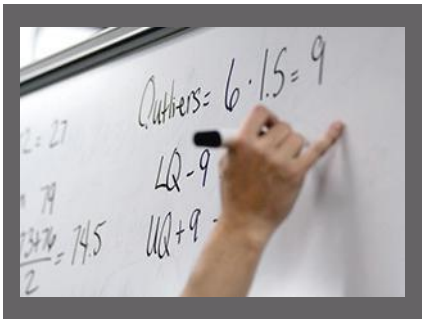
| Week | |
|---|---|
| 0 | Routines and Procedures – Administer Unit 1 Preassessment |
| 1 | Unit 1: Scale Drawings |
| 2 | 7.G.A.1 |
| 3 | Unit 2: Introducing Proportional Relationships |
| 4 | 7.RP.A.1 • 7.RP.A.2 • 7.G.B.6 • 7.RP.A.2.a • 7.RP.A.2.b • 7.RP.A.2.c • 7.RP.A.2.d |
| 5 | |
| 6 | |
| 7 | Unit 4: Proportional Relationships and Percentages |
| 8 | 7.RP.A.1 • 7.RP.A.2 • 7.RP.A.3 • 7.G.A.1 • 7.NS.A.2.d |
| 9 | |
| 10 | Unit 5: Rational Number Arithmetic • Topic A & B |
| 11 | 7.NS.A.1 • 7.NS.A.2 •7.NS.A.3 • 7.NS.A.1.a • 7.NS.A.1.b • 7.NS.A.1.c • 7.NS.A.1.d 7.NS.A.2.d |
| 12 | Interim Review – Interim 1 Testing |
| 13 | Unit 5: Rational Number Arithmetic • Topic C, D, & E |
| 14 | 7.NS.A.2 • 7.NS.A.3 • 7.EE.B.3 • 7.EE.B.4. • 7.RP.A.2 • 7.NS.A.2.a • 7.NS.A.2.b • 7.NS.A.2.c • 7.EE.B.4.a |
| 15 | Unit 6: Expressions, Equations, Inequalities |
| 16 | 7.EE.A.1 • 7.EE.A.2 • 7.EE.B.3 • 7.EE.B.4. • 7.NS.A.1 • 7.EE.B.4.a • 7.EE.B.4.b • 7.NS.A.1.c |
| 17 | |
| 18 | |
| 19 | |
| 20 | Unit 7: Angles, Triangles, and Prisms |
| 21 | 7.G.A.2 • 7.G.A.3 • 7.G.B.5 • 7.G.B.6 • 7.NS.A.1 • 7.EE.B.4 |
| 22 | |
| 23 | |
| 24 | Interim Review - Interim 2 Testing |
| 25 | Unit 3: Measuring Circles |
| 26 | 7.G.A.1 • 7.G.A.2 • 7.G.B.4 • 7.G.B.6 • 7.RP.A.2 • 7.RP.A.3 • 7.RP.A.2.a • 7.RP.A.2.c |
| 27 | Unit 8: Probability and Sampling Topic A & B |
| 28 | 7.SP.A.1 • 7.SP.A.2 • 7.SP.B.3 • 7.SP.B.4 • 7.SP.C.7 • 7.SP.C.5 • 7.SP.C.6 • |
| 39 | 7.SP.C.7 • 7.SP.C.8 • 7.NS.A.2 • 7.NS.A.2.d • 7.SP.C.7.a • 7.SP.C.7.b • 7.SP.C.8.a • 7.SP.C.8.b • |
| 30 | 7.SP.C.8.c |
| 31- EOY | Unit 9: Putting it All Together |

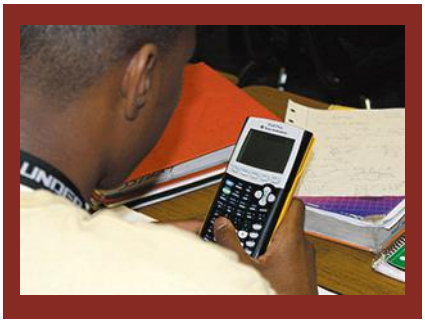
# 8th Grade Scope and Sequence 2020-2021

## Adjusted for Learning Loss

| Week | |
|---|---|
| 0 | Routines and Procedures – Administer Unit 1 Preassessment |
| 1<br>2<br>3<br>4 | Unit 1: Rigid Transformations and Congruence<br>8.G.A.1 • 8.G.A.2 • 8.G.A.3 • 8.G.A.5 |
| 5<br>6<br>7 | Unit 2: Dilations, Similarity, and Introducing Slope<br>8.G.A • 8.G.A.2 • 8.G.A.3 • 8.G.A.4 • 8.G.A.5 • 8.EE.B.6 |
| 8<br>9<br>10<br>11 | Unit 3: Linear Relationships<br>8.EE.B • 8.EE.B.5 • 8.EE.B.6 • 8.EE.C (8.EE.C.8a) • 8.G.A1 |
| 12 | Interim Review – Interim 1 Testing |
| 13<br>14<br>15<br>16 | Unit 4: Linear Equations and Linear Systems<br>8.EE.C • 8.EE.C.7 (8.EE.C.7a, 8.EE.C.7b) • 8.EE.C.8 (8.EE.C.8a, 8.EE.C.8b, 8.EE.C.8c) |
| 17<br>18<br>19<br>20 | Unit 5: Functions and Volume<br>8.F.A.1 • 8.F.A.2 • 8.F.A.3 • 8.F.B • 8.F.B.4 • 8.F.B.5 • 8.G.C • 8.G.C.9 |
| 21<br>22<br>23 | Unit 6: Associations in Data<br>8.SP.A • 8.SP.A.1• 8.SP.A.2 • 8.SP.A.3 • 8.SP.A.4 |
| 24 | Interim Review- Interim 2 Testing |
| 25<br>26<br>27<br>28 | Unit 7: Exponents and Scientific Notation<br>8.EE.A.1 • 8.EE.A.3 • 8.EE.A.4 |
| 29<br>30<br>31<br>32 | Unit 8: Pythagorean Theorem and Irrational Numbers<br>8.NS.A • 8.NS.A.1• 8.NS.A.2 • 8.EE.A • 8.EE.A.2 • 8.F.B • 8.G.B • 8.G.B.6 • 8.G.B.7 • 8.G.B.8 |
| 33-EOY | Unit 9: Putting it All Together |

RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONHIPS • RIGOR • RELEVANCE • RELATIONHIPS • RIGOR • RELEVANCE • RELATIONHIPS • RIGOR • RELEVANCE • RELATIONHIPS • RIGOR • • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONSHIPS • RIGOR • RELEVANCE • RELATIONHIPS • RIGOR • RELEVANCE •



Michigan K-12 Standards

# Mathematics

MICHIGAN Department of Education

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# Welcome

Welcome to the Michigan K-12 Standards for Mathematics, adopted by the State Board of Education in 2010. With the reauthorization of the 2001 Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB), Michigan embarked on a standards revision process, starting with the K-8 mathematics and ELA standards that resulted in the Grade Level Content Expectations (GLCE). These were intended to lay the framework for the grade level testing in these subject areas required under NCLB. These were followed by GLCE for science and social studies, and by High School Content Expectations (HSCE) for all subject areas. Seven years later the revision cycle continued with Michigan working with other states to build on and refine current state standards that would allow states to work collaboratively to develop a repository of quality resources based on a common set of standards. These standards are the result of that collaboration.

Michigan's K–12 academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. Because these Mathematics standards are shared with other states, local districts have access to a broad set of resources they can call upon as they develop their local curricula and assessments. State standards also serve as a platform for state-level assessments, which are used to measure how well schools are providing opportunities for all students to learn the content required to be career– and college–ready.

***Linda Forward, Director***,
Office of Education Improvement and Innovation

***Vanessa Keesler, Deputy Superintendent***,
Division of Education Services

***Mike Flanagan, Superintendent of Public Instruction***

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# Introduction

### Toward greater focus and coherence

> *Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.*
>
> — Mathematics Learning in Early Childhood, National Research Council, 2009

> *The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.*
>
> — Ginsburg, Leinwand and Decker, 2009

> *Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.*
>
> — Ginsburg et al., 2005

> *There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.*
>
> — Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is "a mile wide and an inch deep." These Standards are a substantial answer to that challenge.

It is important to recognize that "fewer standards" are no substitute for focused standards. Achieving "fewer standards" would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

> *articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline,* ***but also the key ideas*** *that determine how knowledge is organized and generated within that discipline. This implies*

> *that to be coherent, a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties).* (emphasis added)

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the properties of operations to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.

**Understanding mathematics**

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, *why* a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participaton of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

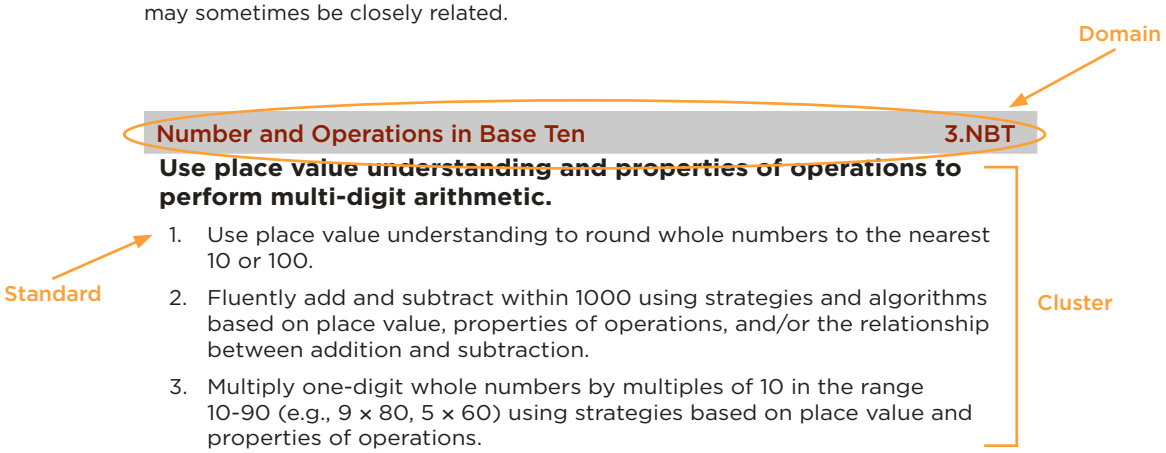
The Standards begin on page 6 with eight Standards for Mathematical Practice.

# How to read the standards

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.




These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, "Students who already know … should next come to learn …." But at present this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians. One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

# Mathematics | Standards for Mathematical Practice

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

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

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

**3 Construct viable arguments and critique the reasoning of others.**
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4 Model with mathematics.**

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

**5 Use appropriate tools strategically.**

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

**6 Attend to precision.**

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

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

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

**Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content**
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

# Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

# Grade K Overview

### Counting and Cardinality

- **Know number names and the count sequence.**
- **Count to tell the number of objects.**
- **Compare numbers.**

### Operations and Algebraic Thinking

- **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

### Number and Operations in Base Ten

- **Work with numbers 11–19 to gain foundations for place value.**

### Measurement and Data

- **Describe and compare measurable attributes.**
- **Classify objects and count the number of objects in categories.**

### Geometry

- **Identify and describe shapes.**
- **Analyze, compare, create, and compose shapes.**

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Counting and Cardinality K.CC

### Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

### Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
    a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
    b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
    c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

### Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

## Operations and Algebraic Thinking K.OA

### Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

[1]Include groups with up to ten objects.
[2]Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

## Number and Operations in Base Ten — K.NBT

### Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Measurement and Data — K.MD

### Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

### Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

## Geometry — K.G

### Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

### Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[3]Limit category counts to be less than or equal to 10.

# Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

# Grade 1 Overview

## Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Add and subtract within 20.**
- **Work with addition and subtraction equations.**

## Number and Operations in Base Ten

- **Extend the counting sequence.**
- **Understand place value.**
- **Use place value understanding and properties of operations to add and subtract.**

## Measurement and Data

- **Measure lengths indirectly and by iterating length units.**
- **Tell and write time.**
- **Represent and interpret data.**

## Geometry

- **Reason with shapes and their attributes.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking 1.OA

### Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

### Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

### Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equationsinvolving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] – 3, 6 + 6 = [].*

## Number and Operations in Base Ten 1.NBT

### Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[2]See Glossary, Table 1.
[3]Students need not use formal terms for these properties.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**Use place value understanding and properties of operations to add and subtract.**

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Measurement and Data 1.MD

**Measure lengths indirectly and by iterating length units.**

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

**Tell and write time.**

3. Tell and write time in hours and half-hours using analog and digital clocks.

**Represent and interpret data.**

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## Geometry 1.G

**Reason with shapes and their attributes.**

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[4]Students do not need to learn formal names such as “right rectangular prism.”

# Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

# Grade 2 Overview

### Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**
- **Add and subtract within 20.**
- **Work with equal groups of objects to gain foundations for multiplication.**

### Number and Operations in Base Ten

- **Understand place value.**
- **Use place value understanding and properties of operations to add and subtract.**

### Measurement and Data

- **Measure and estimate lengths in standard units.**
- **Relate addition and subtraction to length.**
- **Work with time and money.**
- **Represent and interpret data.**

### Geometry

- **Reason with shapes and their attributes.**

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking 2.OA

### Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

### Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.

### Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

## Number and Operations in Base Ten 2.NBT

### Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a "hundred."
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

### Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[3]

[1]See Glossary, Table 1.
[2]See standard 1.OA.6 for a list of mental strategies.
[3]Explanations may be supported by drawings or objects.

## Measurement and Data 2.MD

### Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

### Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

### Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

### Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[4] using information presented in a bar graph.

## Geometry 2.G

### Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[4]See Glossary, Table 1.
[5]Sizes are compared directly or visually, not compared by measuring.

# Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

# Grade 3 Overview

## Operations and Algebraic Thinking

- **Represent and solve problems involving multiplication and division.**
- **Understand properties of multiplication and the relationship between multiplication and division.**
- **Multiply and divide within 100.**
- **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

## Number and Operations in Base Ten

- **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

## Number and Operations—Fractions

- **Develop understanding of fractions as numbers.**

## Measurement and Data

- **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**
- **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

## Geometry

- **Reason with shapes and their attributes.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking 3.OA

### Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the totalnumber of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret56 ÷ 8 as the number of objects in each share when 56 objects arepartitioned equally into 8 shares, or as a number of shares when
56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3. Use multiplication and division within 100 to solve word problems insituations involving equal groups, arrays, and measurement quantities,
e.g., by using drawings and equations with a symbol for the unknownnumber to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or divisionequation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = [] ÷ 3, 6 × 6 = ?.*

### Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

### Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

### Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

[1]See Glossary, Table 2.
[2]Students need not use formal terms for these properties.
[3]This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

## Number and Operations in Base Ten — 3.NBT

### Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

## Number and Operations—Fractions[5] — 3.NF

### Develop understanding of fractions as numbers.

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
    a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
    b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
    b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
    c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
    d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

## Measurement and Data — 3.MD

### Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

[4]A range of algorithms may be used.
[5]Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

**Represent and interpret data.**

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

    a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

    b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

7. Relate area to the operations of multiplication and addition.

    a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

    b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

    c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

    d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

[6]Excludes compound units such as $cm^3$ and finding the geometric volume of a container.
[7]Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

## Geometry 3.G

**Reason with shapes and their attributes.**

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

# Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

# Grade 4 Overview

## Operations and Algebraic Thinking

- **Use the four operations with whole numbers to solve problems.**
- **Gain familiarity with factors and multiples.**
- **Generate and analyze patterns.**

## Number and Operations in Base Ten

- **Generalize place value understanding for multi-digit whole numbers.**
- **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

## Number and Operations—Fractions

- **Extend understanding of fraction equivalence and ordering.**
- **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
- **Understand decimal notation for fractions, and compare decimal fractions.**

## Measurement and Data

- **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of angle and measure angles.**

## Geometry

- **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking 4.OA

### Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

### Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

## Number and Operations in Base Ten[2] 4.NBT

### Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

### Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[1]See Glossary, Table 2.
[2]Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Number and Operations—Fractions[3] 4.NF

### Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

### Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$.
   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
   c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction $a/b$ as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
   b. Understand a multiple of $a/b$ as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

[3]Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

**Understand decimal notation for fractions, and compare decimal fractions.**

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

## Measurement and Data 4.MD

**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**

1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

**Represent and interpret data.**

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

**Geometric measurement: understand concepts of angle and measure angles.**

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
    a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
    b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

[4]Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

## Geometry 4.G

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

# Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

# Grade 5 Overview

## Operations and Algebraic Thinking

- **Write and interpret numerical expressions.**
- **Analyze patterns and relationships.**

## Number and Operations in Base Ten

- **Understand the place value system.**
- **Perform operations with multi-digit whole numbers and with decimals to hundredths.**

## Number and Operations—Fractions

- **Use equivalent fractions as a strategy to add and subtract fractions.**
- **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

## Measurement and Data

- **Convert like measurement units within a given measurement system.**
- **Represent and interpret data.**
- **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

## Geometry

- **Graph points on the coordinate plane to solve real-world and mathematical problems.**
- **Classify two-dimensional figures into categories based on their properties.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Operations and Algebraic Thinking 5.OA

### Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

### Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

## Number and Operations in Base Ten 5.NBT

### Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
    a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
    b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

### Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## Number and Operations—Fractions 5.NF

### Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

### Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
    a. Interpret the product $(a/b) \times q$ as $a$ parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*
    b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
    a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
    b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]
    a. Interpret division of a unit fraction by a non-zero whole number,

[1]Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

## Measurement and Data 5.MD

### Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

### Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

### Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

   b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.

4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

   b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

   c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

## Geometry 5.G

### Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

### Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

# Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and

median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

# Grade 6 Overview

## Ratios and Proportional Relationships

- **Understand ratio concepts and use ratio reasoning to solve problems.**

## The Number System

- **Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**
- **Compute fluently with multi-digit numbers and find common factors and multiples.**
- **Apply and extend previous understandings of numbers to the system of rational numbers.**

## Expressions and Equations

- **Apply and extend previous understandings of arithmetic to algebraic expressions.**
- **Reason about and solve one-variable equations and inequalities.**
- **Represent and analyze quantitative relationships between dependent and independent variables.**

## Geometry

- **Solve real-world and mathematical problems involving area, surface area, and volume.**

## Statistics and Probability

- **Develop understanding of statistical variability.**
- **Summarize and describe distributions.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Ratios and Proportional Relationships 6.RP

### Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
    a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
    b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
    c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
    d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

## The Number System 6.NS

### Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

### Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*

[1]Expectations for unit rates in this grade are limited to non-complex fractions.

**Apply and extend previous understandings of numbers to the system of rational numbers.**

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
    a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.
    b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
    c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
    a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*
    b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.*
    c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*
    d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Expressions and Equations 6.EE

**Apply and extend previous understandings of arithmetic to algebraic expressions.**

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
    a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*

c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*

3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

**Reason about and solve one-variable equations and inequalities.**

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$ and $x$ are all nonnegative rational numbers.

8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

**Represent and analyze quantitative relationships between dependent and independent variables.**

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*

## Geometry 6.G

**Solve real-world and mathematical problems involving area, surface area, and volume.**

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

## Statistics and Probability 6.SP

### Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

### Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
    a. Reporting the number of observations.
    b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
    c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
    d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

# Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

# Grade 7 Overview

## Ratios and Proportional Relationships

- **Analyze proportional relationships and use them to solve real-world and mathematical problems.**

## The Number System

- **Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

## Expressions and Equations

- **Use properties of operations to generate equivalent expressions.**
- **Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

## Geometry

- **Draw, construct and describe geometrical figures and describe the relationships between them.**
- **Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

## Statistics and Probability

- **Use random sampling to draw inferences about a population.**
- **Draw informal comparative inferences about two populations.**
- **Investigate chance processes and develop, use, and evaluate probability models.**

## Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Ratios and Proportional Relationships 7.RP

**Analyze proportional relationships and use them to solve real-world and mathematical problems.**

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $^{1/2}/_{1/4}$ miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
    a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
    b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
    c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.*
    d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

## The Number System 7.NS

**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
    a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
    b. Understand $p + q$ as the number located a distance $|q|$ from $p$, in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
    c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
    d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.[1]

## Expressions and Equations 7.EE

### Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*

### Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where $p$, $q$, and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where $p$, $q$, and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

## Geometry 7.G

### Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

[1]Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

## Statistics and Probability 7.SP

**Use random sampling to draw inferences about a population.**

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

**Draw informal comparative inferences about two populations.**

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

**Investigate chance processes and develop, use, and evaluate probability models.**

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

    a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*

    b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

    a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.

    b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.

    c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

# Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality ($m$) is the slope, and the graphs are lines through the origin. They understand that the slope ($m$) of a line is a constant rate of change, so that if the input or $x$-coordinate changes by an amount $A$, the output or $y$-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and $y$-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

# Grade 8 Overview

### The Number System

- **Know that there are numbers that are not rational, and approximate them by rational numbers.**

### Expressions and Equations

- **Work with radicals and integer exponents.**
- **Understand the connections between proportional relationships, lines, and linear equations.**
- **Analyze and solve linear equations and pairs of simultaneous linear equations.**

### Functions

- **Define, evaluate, and compare functions.**
- **Use functions to model relationships between quantities.**

### Geometry

- **Understand congruence and similarity using physical models, transparencies, or geometry software.**
- **Understand and apply the Pythagorean Theorem.**
- **Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.**

### Statistics and Probability

- **Investigate patterns of association in bivariate data.**

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## The Number System 8.NS

### Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

## Expressions and Equations 8.EE

### Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$, and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

### Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$.

### Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
    a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where $a$ and $b$ are different numbers).
    b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.

   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.*

   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

## Functions 8.F

### Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]

2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

### Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## Geometry 8.G

### Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:

   a. Lines are taken to lines, and line segments to line segments of the same length.

   b. Angles are taken to angles of the same measure.

   c. Parallel lines are taken to parallel lines.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

[1]Function notation is not required in Grade 8.

3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

**Understand and apply the Pythagorean Theorem.**

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

## Statistics and Probability 8.SP

**Investigate patterns of association in bivariate data.**

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

# Mathematics Standards for High School

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

> (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students.

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

# Mathematics | High School—Number and Quantity

**Numbers and Number Systems.** During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3... Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

**Quantities.** In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

# Number and Quantity Overview

### The Real Number System

- **Extend the properties of exponents to rational exponents**
- **Use properties of rational and irrational numbers.**

### Quantities

- **Reason quantitatively and use units to solve problems**

### The Complex Number System

- **Perform arithmetic operations with complex numbers**
- **Represent complex numbers and their operations on the complex plane**
- **Use complex numbers in polynomial identities and equations**

### Vector and Matrix Quantities

- **Represent and model with vector quantities.**
- **Perform operations on vectors.**
- **Perform operations on matrices and use matrices in applications.**

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## The Real Number System — N-RN

### Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of 5 because we want* $(5^{1/3})^3 = 5^{(1/3)3}$ *to hold, so* $(5^{1/3})^3$ *must equal 5.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

### Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

## Quantities* — N-Q

### Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## The Complex Number System — N-CN

### Perform arithmetic operations with complex numbers.

1. Know there is a complex number $i$ such that $i^2 = -1$, and every complex number has the form $a + bi$ with $a$ and $b$ real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

### Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(-1 + \sqrt{3}\,i)^3 = 8$ *because* $(-1 + \sqrt{3}\,i)$ *has modulus* 2 *and argument* 120°.
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

### Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

## Vector and Matrix Quantities N-VM

### Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $|\boldsymbol{v}|$, $||\boldsymbol{v}||$, $v$).
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

### Perform operations on vectors.

4. (+) Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. (+) Multiply a vector by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $||c\boldsymbol{v}|| = |c|v$. Compute the direction of $c\boldsymbol{v}$ knowing that when $|c|v \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).

### Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. (+) Add, subtract, and multiply matrices of appropriate dimensions.
9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
12. (+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

# Mathematics | High School—Algebra

**Expressions.** An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price $p$. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

**Equations and inequalities.** An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for $h$ using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

**Connections to Functions and Modeling.** Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

# Algebra Overview

### Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

### Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

### Creating Equations

- Create equations that describe numbers or relationships

### Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Seeing Structure in Expressions — A-SSE

### Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.*
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.

### Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* $1.15^t$ *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*
4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**

## Arithmetic with Polynomials and Rational Expressions — A-APR

### Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

### Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

### Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$, where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle.[1]

[1]The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

### Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

## Creating Equations* A-CED

### Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

## Reasoning with Equations and Inequalities A-REI

### Understand solving equations as a process of reasoning and explain the reasoning

1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

### Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
   a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
   b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.

### Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ and the circle $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

**Represent and solve equations and inequalities graphically**

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
11. Explain why the $x$-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

# Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, $v$; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is $T$.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

### Connections to Expressions, Equations, Modeling, and Coordinates.

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

# Functions Overview

### Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

### Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

### Linear, Quadratic, and Exponential Models

- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

### Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Interpreting Functions F-IF

### Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*).
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*

### Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.**
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

### Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
    a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
    b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
    c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
    d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
    e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
    a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
    b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

## Building Functions F-BF

### Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.*
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
   c. (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

### Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
4. Find inverse functions.
   a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.
5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

## Linear, Quadratic, and Exponential Models* F-LE

### Construct and compare linear, quadratic, and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where $a$, $c$, and $d$ are numbers and the base $b$ is 2, 10, or $e$; evaluate the logarithm using technology.

### Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear or exponential function in terms of a context.

## Trigonometric Functions F-TF

### Extend the domain of trigonometric functions using the unit circle

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for $x$, where $x$ is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

### Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

### Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

# Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

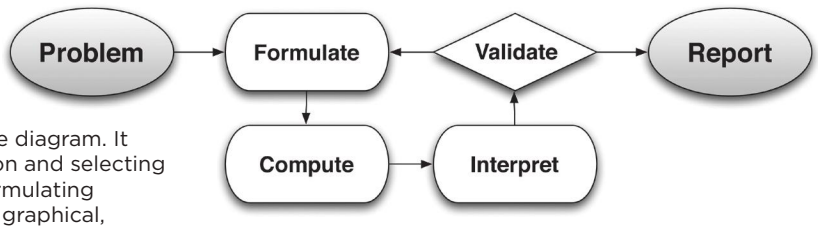
A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.




The basic modeling cycle is summarized in the diagram. It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it

is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model—for example, graphs of global temperature and atmospheric $CO_2$ over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

**Modeling Standards** *Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol* (⋆).

# Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

**Connections to Equations.** The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

# Geometry Overview

### Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

### Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

### Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

### Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

### Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

### Modeling with Geometry

- Apply geometric concepts in modeling situations

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Congruence G-CO

### Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

### Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

### Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

### Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

## Similarity, Right Triangles, and Trigonometry — G-SRT

### Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

### Prove theorems involving similarity

4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

### Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

### Apply trigonometry to general triangles

9. (+) Derive the formula $A = 1/2\ ab\ \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

## Circles — G-C

### Understand and apply theorems about circles

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

### Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

## Expressing Geometric Properties with Equations G-GPE

### Translate between the geometric description and the equation for a conic section

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

### Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

## Geometric Measurement and Dimension G-GMD

### Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

### Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

## Modeling with Geometry G-MG

### Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

# Mathematics | High School—Statistics and Probability★

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

**Connections to Functions and Modeling**. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

# Statistics and Probability Overview

### Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

### Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

### Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

### Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Interpreting Categorical and Quantitative Data S-ID

### Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

### Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*
    b. Informally assess the fit of a function by plotting and analyzing residuals.
    c. Fit a linear function for a scatter plot that suggests a linear association.

### Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

## Making Inferences and Justifying Conclusions S-IC

### Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

### Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

## Conditional Probability and the Rules of Probability S-CP

### Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

### Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A,* and interpret the answer in terms of the model.
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

## Using Probability to Make Decisions S-MD

### Calculate expected values and use them to solve problems

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

### Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

    a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*

    b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

# Glossary

**Addition and subtraction within 5, 10, 20, 100, or 1000**. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: 8 + 2 = 10 is an addition within 10, 14 – 5 = 9 is a subtraction within 20, and 55 – 18 = 37 is a subtraction within 100.

**Additive inverses**. Two numbers whose sum is 0 are additive inverses of one another. Example: $^3/_4$ and $-\ ^3/_4$ are additive inverses of one another because $^3/_4 + (-\ ^3/_4) = (-\ ^3/_4) + \ ^3/_4 = 0$.

**Associative property of addition**. See Table 3 in this Glossary.

**Associative property of multiplication.** See Table 3 in this Glossary.

**Bivariate data.** Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

**Box plot**. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]

**Commutative property**. See Table 3 in this Glossary.

**Complex fraction**. A fraction $^A/_B$ where *A* and/or *B* are fractions (*B* nonzero).

**Computation algorithm**. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. *See also:* computation strategy.

**Computation strategy**. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *See also:* computation algorithm.

**Congruent**. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

**Counting on**. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

**Dot plot.** *See:* line plot.

**Dilation**. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

**Expanded form**. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, 643 = 600 + 40 + 3.

**Expected value.** For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

**First quartile**. For a data set with median *M*, the first quartile is the median of the data values less than *M*. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[2] *See also:* median, third quartile, interquartile range.

**Fraction**. A number expressible in the form $^a/_b$ where *a* is a whole number and *b* is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) *See also:* rational number.

**Identity property of 0**. See Table 3 in this Glossary.

**Independently combined probability models**. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

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[1]Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html, accessed March 2, 2010.

[2]Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006).

**Integer**. A number expressible in the form $a$ or $-a$ for some whole number $a$.

**Interquartile Range**. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is 15 – 6 = 9. *See also:* first quartile, third quartile.

**Line plot**. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

**Mean**. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[4] Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

**Mean absolute deviation**. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

**Median**. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

**Midline.** In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

**Multiplication and division within 100**. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: 72 ÷ 8 = 9.

**Multiplicative inverses**. Two numbers whose product is 1 are multiplicative inverses of one another. Example: 3/4 and 4/3 are multiplicative inverses of one another because 3/4 × 4/3 = 4/3 × 3/4 = 1.

**Number line diagram.** A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

**Percent rate of change.** A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by 5/50 = 10% per year.

**Probability distribution.** The set of possible values of a random variable with a probability assigned to each.

**Properties of operations**. See Table 3 in this Glossary.

**Properties of equality**. See Table 4 in this Glossary.

**Properties of inequality**. See Table 5 in this Glossary.

**Properties of operations**. See Table 3 in this Glossary.

**Probability**. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

**Probability model.** A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

**Random variable.** An assignment of a numerical value to each outcome in a sample space.

**Rational expression.** A quotient of two polynomials with a non-zero denominator.

**Rational number**. A number expressible in the form $a/b$ or $-a/b$ for some fraction $a/b$. The rational numbers include the integers.

**Rectilinear figure.** A polygon all angles of which are right angles.

**Rigid motion**. A transformation of points in space consisting of a sequence of

[3]Adapted from Wisconsin Department of Public Instruction, *op. cit*.
[4]To be more precise, this defines the *arithmetic mean*.

one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

**Repeating decimal**. The decimal form of a rational number. *See also:* terminating decimal.

**Sample space**. In a probability model for a random process, a list of the individual outcomes that are to be considered.

**Scatter plot**. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]

**Similarity transformation**. A rigid motion followed by a dilation.

**Tape diagram**. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

**Terminating decimal.** A decimal is called terminating if its repeating digit is 0.

**Third quartile**. For a data set with median *M*, the third quartile is the median of the data values greater than *M*. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

**Transitivity principle for indirect measurement.** If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

**Uniform probability model**. A probability model which assigns equal probability to all outcomes. *See also:* probability model.

**Vector.** A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

**Visual fraction model.** A tape diagram, number line diagram, or area model.

**Whole numbers**. The numbers 0, 1, 2, 3, ....

[5]Adapted from Wisconsin Department of Public Instruction, *op. cit*.

**Table 1**. Common addition and subtraction situations.[6]

| | Result Unknown | Change Unknown | Start Unknown |
|---|---|---|---|
| **Add to** | Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?<br>2 + 3 = ? | Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?<br>2 + ? = 5 | Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before?<br>? + 3 = 5 |
| **Take from** | Five apples were on the table. I ate two apples. How many apples are on the table now?<br>5 – 2 = ? | Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?<br>5 – ? = 3 | Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before?<br>? – 2 = 3 |

| | Total Unknown | Addend Unknown | Both Addends Unknown[1] |
|---|---|---|---|
| **Put Together/ Take Apart[2]** | Three red apples and two green apples are on the table. How many apples are on the table?<br>3 + 2 = ? | Five apples are on the table. Three are red and the rest are green. How many apples are green?<br>3 + ? = 5, 5 – 3 = ? | Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?<br>5 = 0 + 5, 5 = 5 + 0<br>5 = 1 + 4, 5 = 4 + 1<br>5 = 2 + 3, 5 = 3 + 2 |

| | Difference Unknown | Bigger Unknown | Smaller Unknown |
|---|---|---|---|
| **Compare[3]** | ("How many more?" version):<br>Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?<br><br>("How many fewer?" version):<br>Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie?<br>2 + ? = 5, 5 – 2 = ? | (Version with "more"):<br>Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?<br><br>(Version with "fewer"):<br>Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?<br>2 + 3 = ?, 3 + 2 = ? | (Version with "more"):<br>Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have?<br><br>(Version with "fewer"):<br>Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?<br>5 – 3 = ?, ? + 3 = 5 |

[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

[6]Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

**Table 2**. Common multiplication and division situations.[7]

| | Unknown Product | Group Size Unknown ("How many in each group?" Division) | Number of Groups Unknown ("How many groups?" Division) |
|---|---|---|---|
| | $3 \times 6 \quad ?$ | $3 \times ? = 18$, and $18 \div 3 = ?$ | $? \times 6 = 18$, and $18 \div 6 \quad ?$ |
| **Equal Groups** | There are 3 bags with 6 plums in each bag. How many plums are there in all?<br>*Measurement example*. You need 3 lengths of string, each 6 inches long. How much string will you need altogether? | If 18 plums are shared equally into 3 bags, then how many plums will be in each bag?<br>*Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be? | If 18 plums are to be packed 6 to a bag, then how many bags are needed?<br>*Measurement example*. You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have? |
| **Arrays,[4] Area[5]** | There are 3 rows of apples with 6 apples in each row. How many apples are there?<br>*Area example*. What is the area of a 3 cm by 6 cm rectangle? | If 18 apples are arranged into 3 equal rows, how many apples will be in each row?<br>*Area example*. A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it? | If 18 apples are arranged into equal rows of 6 apples, how many rows will there be?<br>*Area example*. A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it? |
| **Compare** | A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost?<br>*Measurement example*. A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long? | A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost?<br>*Measurement example*. A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first? | A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat?<br>*Measurement example*. A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first? |
| **General** | $a \times b = ?$ | $a \times ? = p$, and $p \div a = ?$ | $? \times b = p$, and $p \div b = ?$ |

[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

[7]The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

**Table 3**. The properties of operations. Here $a$, $b$ and $c$ stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

| | |
|---|---|
| *Associative property of addition* | $(a + b) + c = a + (b + c)$ |
| *Commutative property of addition* | $a + b = b + a$ |
| *Additive identity property of 0* | $a + 0 = 0 + a = a$ |
| *Existence of additive inverses* | For every $a$ there exists $-a$ so that $a + (-a) = (-a) + a = 0$. |
| *Associative property of multiplication* | $(a \times b) \times c = a \times (b \times c)$ |
| *Commutative property of multiplication* | $a \times b = b \times a$ |
| *Multiplicative identity property of 1* | $a \times 1 = 1 \times a = a$ |
| *Existence of multiplicative inverses* | For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$. |
| *Distributive property of multiplication over addition* | $a \times (b + c) = a \times b + a \times c$ |

**Table 4**. The properties of equality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational, real, or complex number systems.

| | |
|---|---|
| *Reflexive property of equality* | $a = a$ |
| *Symmetric property of equality* | If $a = b$, then $b = a$. |
| *Transitive property of equality* | If $a = b$ and $b = c$, then $a = c$. |
| *Addition property of equality* | If $a = b$, then $a + c = b + c$. |
| *Subtraction property of equality* | If $a = b$, then $a - c = b - c$. |
| *Multiplication property of equality* | If $a = b$, then $a \times c = b \times c$. |
| *Division property of equality* | If $a = b$ and $c \neq 0$, then $a \div c = b \div c$. |
| *Substitution property of equality* | If $a = b$, then $b$ may be substituted for $a$ in any expression containing $a$. |

**Table 5**. The properties of inequality. Here $a$, $b$ and $c$ stand for arbitrary numbers in the rational or real number systems.

| |
|---|
| Exactly one of the following is true: $a < b$, $a = b$, $a > b$. |
| If $a > b$ and $b > c$ then $a > c$. |
| If $a > b$, then $b < a$. |
| If $a > b$, then $-a < -b$. |
| If $a > b$, then $a \pm c > b \pm c$. |
| If $a > b$ and $c > 0$, then $a \times c > b \times c$. |
| If $a > b$ and $c < 0$, then $a \times c < b \times c$. |
| If $a > b$ and $c > 0$, then $a \div c > b \div c$. |
| If $a > b$ and $c < 0$, then $a \div c < b \div c$. |

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# CREATING

## Imagine

*Generate musical ideas for various purposes and contexts.*

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

Common Anchor #1

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Cr1.1.PKa** With substantial **guidance, explore** and experience a variety of music. | **MU:Cr1.1.Ka** With **guidance**, **explore** and experience *music* ***concepts*** *(such as* ***beat*** *and* ***melodic contour****).* | **MU:Cr1.1.1a** With limited **guidance**, *create* ***musical ideas*** *(such as answering a musical question) for a specific* ***purpose****.* | **MU:Cr1.1.2a** *Improvise* ***rhythmic and melodic patterns*** *and* ***musical ideas*** for a specific **purpose**. | **MU:Cr1.1.3a** Improvise rhythmic and melodic ideas, *and describe* ***connection*** *to* specific **purpose** *and* ***context*** *(such as* ***personal*** *and* ***social****).* | **MU:Cr1.1.4a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural****).* | **MU:Cr1.1.5a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical****).* | **MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic ***phrases*** within **AB** and **ABA forms** that convey **expressive intent**. | **MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB**, **ABA,** or ***theme and variation*** **forms** that convey **expressive intent**. | **MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within ***expanded forms*** *(including introductions, transitions, and codas*) that convey **expressive intent**. |
| | **MU:Cr1.1.Kb** With **guidance**, generate **musical ideas** (such as **movements** or **motives**). | **MU:Cr1.1b** With limited **guidance**, generate **musical ideas** *in multiple* ***tonalities*** *(such as* ***major*** *and* ***minor****)* *and* ***meters*** *(such as duple and triple).* | **MU:Cr1.1.2b** 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:Cr1.1.3b** Generate ***musical ideas*** (such as **rhythms** and **melodies**) within a given **tonality** *and/or* **meter**. | **MU:Cr1.1.4b** Generate **musical ideas** (such as **rhythms**, **melodies,** and *simple accompaniment patterns)* within *related* **tonalities** (such as **major** and **minor**) and **meters**. | **MU:Cr1.1.5b** Generate **musical ideas** (such as **rhythms**, **melodies**, and accompaniment patterns) within specific related **tonalities**, **meters**, and *simple chord changes.* | | | . |

## Plan and Make

*Select and develop musical ideas for defined purposes and contexts*

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent. **Essential Question:** How do musicians make creative decisions?

Common Anchor #2

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Cr2.1.PKa -** With substantial **guidance**, **explore** favorite **musical ideas** (such as **movements**, **vocalizations**, or instrumental accompaniments). | **MU:Cr2.1.Ka** With **guidance**, ***demonstrate*** *and choose favorite* ***musical ideas***. | **MU:Cr2.1.1a** *With limited* guidance, **demonstrate** *and discuss personal reasons for selecting* ***musical ideas*** *that represent* ***expressive intent***. | **MU:Cr2.1.2a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for music* that represent **expressive intent**. | **MU:Cr2.1.3a** **Demonstrate** *selected* ***musical ideas*** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent****, and describe* ***connection*** *to a specific* ***purpose*** *and* ***context***. | **MU:Cr2.1.4a** **Demonstrate** selected *and organized* **musical ideas** for *an* **improvisation**, ***arrangement,*** or **composition** to express **intent**, *and explain* **connection** *to* **purpose** and **context**. | **MU:Cr2.1.5a** **Demonstrate** selected and *developed* **musical ideas** for **improvisations**, ***arrangements, or compositions*** to express **intent**, and explain **connection** to **purpose** and **context**. | **MU:Cr2.1.6a** Select, organize, construct, and document personal **musical ideas** for ***arrangements*** *and* ***compositions*** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**. | **MU:Cr2.1.7a** 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**. | **MU:Cr2.1.8a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** ***tension*** *and* ***release***, **unity** and **variety,** *balance,* and convey **expressive intent**. |
| **MU:Cr2.1.PKb –** With substantial **guidance**, select and keep track of the order for performing original **musical ideas,** using **iconic notation** and/or recording technology. | **MU:Cr2.1.Ka** With **guidance**, *organize* personal ***musical ideas*** using **iconic notation** and/or recording technology. | **MU:Cr2.1.1b** With *limited* **guidance,** use **iconic** *or* ***standard notation*** and/or recording technology *to document and organize* personal **musical ideas**. | **MU:Cr2.1.2b** Use **iconic** or **standard** notation and/or recording technology to *combine, sequence,* and document personal **musical ideas**. | **MU:Cr2.1.3b** Use **standard** and/or **iconic notation** and/or recording technology to document personal *rhythmic and melodic* **musical ideas**. | **MU:Cr2.1.4b** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, *and simple harmonic* **musical ideas**. | **MU:Cr2.1.5b** Use **standard** and/or **iconic notation** and/or recording technology to document personal rhythmic, melodic, and *two-chord* harmonic **musical ideas**. | **MU:Cr2.1.6b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases,** melodic *phrases,* and *two-chord* harmonic **musical ideas**. | **MU:Cr2.1.7b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal simple rhythmic **phrases**, melodic phrases, and ***harmonic sequences***. | **MU:Cr2.1.8b** Use **standard** and/or **iconic notation** and/or audio/ video recording to document personal rhythmic **phrases**, melodic phrases, and **harmonic sequences**. |

## Evaluate and Refine

*Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

Common Anchor #3

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Cr3.1.PKa** With substantial **guidance**, consider personal, peer, and teacher feedback when **demonstrating** and **refining** personal **musical ideas**. | **MU:Cr3.1.Ka -** With **guidance**, *apply* personal, peer, and teacher feedback in **refining** personal **musical ideas**. | **MU:Cr3.1.1a** With limited **guidance**, *discuss and* apply personal, peer, and teacher feedback to **refine** personal **musical ideas**. | **MU:Cr3.1.2a** ***Interpret*** and apply personal, peer, and teacher feedback *to revise personal music.* | **MU:Cr3.1.3a** *Evaluate, **refine,** and document* revisions to personal ***musical ideas**, applying **teacher-provided** and **collaboratively-developed criteria** and feedback.* | **MU:Cr3.1.4a** Evaluate, **refine**, and document revisions to personal *music,* applying **teacher-provided** *and* ***collaboratively-developed*** **criteria** and feedback *to show improvement over time.* | **MU:Cr3.1.5a** Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and ***collaboratively-developed*** **criteria** and feedback, *and explain rationale for changes.* | **MU:Cr3.1.6a** Evaluate their own work, applying **teacher-provided criteria** such as *application of selected **elements of music,** and use of sound sources*. | **MU:Cr3.1.7a** Evaluate their own work, applying selected **criteria** such as *appropriate* application of **elements of music** including ***style***, ***form***, and use of sound sources. | **MU:Cr3.1.8a** Evaluate their own work by selecting and applying **criteria** including *appropriate application of **compositional techniques**,* **style**, **form,** and use of sound sources. |
| | | | | | | | **MU:Cr3.1.6b** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from their teacher. | **MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation **criteria** and feedback from others (teacher *and peers).* | **MU:Cr3.1.8b** Describe the rationale for **refining** works by explaining the choices, based on evaluation **criteria**. |

## Present

*Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

**Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication

**Essential Question:** When is creative work ready to share?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Cr3.2.PKa** With substantial **guidance**, **share** revised personal **musical ideas** with peers. | **MU:Cr3.2.Ka** With **guidance**, ***demonstrate*** *a final version* of personal **musical ideas** to peers. | **MU:Cr3.2.1a** With limited **guidance**, convey **expressive intent** for a specific **purpose** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.* | **MU:Cr3.2.2a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.* | **MU:Cr3.2.3a** **Present** the final version of personal created music to others, *and describe* **connection** to ***expressive intent****.* | **MU:Cr3.2.4a** **Present** the final version of personal created music to others, and *explain* **connection** to **expressive intent**. | **MU:Cr3.2.5a** **Present** the final version of personal created music to others *that* ***demonstrates craftsmanship****,* and explain **connection** to **expressive intent.** | **MU:Cr3.2.6a** **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**. | **MU:Cr3.2.7a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate ***unity*** *and* ***variety,*** and convey **expressive intent**. | **MU:Cr3.2.8a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques*** for creating **unity** and **variety**, ***tension and release,*** and *balance* to convey **expressive intent**. |

# PERFORMING

## Select

*Select varied musical works to present based on interest, knowledge, technical skill, and context.*

Common Anchor #4

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Pr4.1.PKa** With substantial **guidance**, **demonstrate** and state preference for varied musical selections. | **MU:Pr4.1.Ka** With **guidance**, **demonstrate** *and state personal interest* in varied musical selections. | **MU:Pr4.1.1a** With limited **guidance**, **demonstrate** *and discuss* personal interest in, *knowledge about, and* ***purpose*** *of* varied musical selections. | **MU:Pr4.1.2a** **Demonstrate** *and explain* personal interest in, knowledge about, and **purpose** of varied musical selections. | **MU:Pr4.1.3a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* ***purpose***, *and* ***context***. | **MU:Pr4.1.4a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and* ***technical skill***. | **MU:Pr4.1.5a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, and **context**, as well as *their personal and others'* **technical skill**. | **MU:Pr4.1.6a** Apply ***teacher-provided*** **criteria** for selecting music to **perform** for a specific **purpose** and/or **context,** and explain why each was chosen. | **MU:Pr4.1.7a** 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. | **MU:Pr4.1.8a** Apply ***personally-developed*** **criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context,** and explain **expressive qualities**, **technical challenges**, and reasons for choices. |

## Analyze

*Analyze the structure and context of varied musical works and their implications for performance.*

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Pr4.2.PKa** With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts. | **MU:Pr4.2.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:Pr4.2.1a** With limited **guidance**, **demonstrate** *knowledge* of music **concepts** (such as **beat** *and* ***melodic contour****)* in music from a variety of **cultures** selected for **performance**. | **MU:Pr4.2.2a** **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter****)* in music from a variety of **cultures** selected for **performance**. | **MU:Pr4.2.3a** **Demonstrate** *understanding of the* ***structure*** in music selected for **performance**. | **MU:Pr4.2.4a** **Demonstrate** understanding of the **structure** and *the* ***elements of music*** *(such as* ***rhythm****,* ***pitch****, and* ***form****)* in music selected for **performance**. | **MU:Pr4.2.5a** **Demonstrate** understanding of the **structure** and the **elements of music** (such as **rhythm**, **pitch**, **form**, and ***harmony***) in music selected for **performance**. | **MU:Pr4.2.6a** *Explain* how understanding the **structure** and the **elements of music** are used in music selected for **performance**. | **MU:Pr4.2.7a** Explain and *demonstrate* the **structure** of *contrasting pieces of music* selected for **performance** and how **elements of music** are used. | **MU:Pr4.2.8a** *Compare* the **structure** of contrasting pieces of music selected for **performance**, explaining how the **elements of music** are used in each. |
| | | **MU:Pr4.2.1b** When analyzing selected music, read and perform **rhythmic patterns** using **iconic** or **standard notation**. | **MU:Pr4.2.2b** When analyzing selected music, read and perform **rhythmic** *and* ***melodic patterns*** using **iconic** or **standard notation**. | **MU:Pr4.2.3b** When analyzing selected music, read and perform ***rhythmic patterns*** *and melodic* ***phrases*** using **iconic** and **standard notation**. | **MU:Pr4.2.4b** When analyzing selected music*, r*ead and perform using **iconic** *and/or* **standard notation**. | **MU:Pr4.2.5b** When analyzing selected music, read and perform using **standard notation**. | **MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch**, **articulation**, and **dynamics**. | **MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for **rhythm**, **pitch**, **articulation**, **dynamics**, ***tempo****, and* ***form****.* | **MU:Pr4.2.8b** When analyzing selected music, **sight-read** in *treble or bass clef simple rhythmic, melodic, and/or harmonic notation.* |
| | | | | **MU:Pr4.2.3c** Describe how **context** (such as **personal** and **social**) can inform a **performance**. | **MU:Pr4.2.4c** *Explain* how **context** (such as **social** and ***cultural***) informs a **performance**. | **MU:Pr4.2.5c** Explain how **context** (such as **social**, **cultural**, and ***historical***) informs **performances**. | **MU: Pr4.2.6c** Identify how **cultural** and **historical context** inform **performances**. | **MU:Pr4.2.7c** Identify how **cultural** and **historical context** inform **performances** and result in *different music* ***interpretations****.* | **MU:Pr4.2.8c** Identity how **cultural** and **historical context** inform **performances** and result in different *musical effects*. |

## Interpret

*Develop personal interpretations that consider creators' intent.*

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent. **Essential Question:** How do performers interpret musical works?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Pr4.3.PKa** With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**). | **MU:Pr4.3.Ka** With **guidance**, ***demonstrate*** *awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**. | **MU:Pr4.3.1a** **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**). | **MU:Pr4.3.2a** **Demonstrate** *understanding* of **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* ***expressive intent****.* | **MU:Pr4.3.3a** **Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**). | **MU:Pr4.3.4a** **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre****)*. | **MU:Pr4.3.5a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** *(*such as **dynamics**, **tempo**, **timbre**, *and* ***articulation/style****)*. | **MU:Pr4.3.6a** **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:Pr4.3.7a** **Perform** *contrasting pieces* of music demonstrating their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**. | **MU:Pr4.3.8a** ***Perform*** *contrasting pieces of music, demonstrating as well as explaining how the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**). |

## Rehearse, Evaluate and Refine

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

Common Anchor #5

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Pr5.1.PKa** With substantial **guidance**, practice and **demonstrate** what they like about their own **performances**. | **MU:Pr5.1.Ka** With **guidance**, apply personal, teacher, and peer feedback to **refine performances**. | **MU:Pr5.1.1a** With limited **guidance**, apply personal, teacher, and peer feedback to **refine performances**. | **MU:Pr5.1.2a -** *Apply **established criteria** to judge the accuracy, expressiveness, and effectiveness of **performances**.* | **MU:Pr5.1.3a -** Apply **teacher-provided** and ***collaboratively-developed* criteria** *and feedback to evaluate accuracy of **ensemble performances**.* | **MU:Pr5.1.4a** Apply **teacher-provided** and **collaboratively-developed criteria** and feedback to evaluate accuracy *and expressiveness* of **ensemble** *and personal* **performances**. | **MU:Pr5.1.5a** Apply **teacher-provided** and ***established* criteria** and feedback to evaluate the accuracy and expressiveness of **ensemble** and personal **performances**. | **MU:Pr5.1.6a** 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:Pr5.1.7a** 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 the music is ready to **perform**. | **MU:Pr5.1.8a** Identify and apply ***personally-developed* criteria** (such as demonstrating correct interpretation of notation, **technical skill** of performer, originality, emotional impact, ***variety***, and interest) to rehearse, **refine**, and determine when the music is ready to **perform**. |
| **MU:Pr5.1.PKb** With substantial **guidance**, **a**pply personal, peer, and teacher feedback to **refine performances**. | **MU:Pr5.1.Kb** *With **guidance**, use suggested strategies in rehearsal to improve the **expressive qualities** of music.* | **MU:Pr5.1.1b** With limited **guidance**, use suggested strategies in rehearsal *to address interpretive challenges* of music. | **MU:Pr5.1.2b –** Rehearse, *identify* and apply strategies to address interpretive, *performance, and* ***technical* challenges** of music. | **MU:Pr5.1.3b** Rehearse to ***refine* technical accuracy**, **expressive qualities**, and identified performance challenges. | **MU:Pr5.1.4b** Rehearse to **refine technical accuracy** and **expressive qualities**, *and address performance challenges.* | **MU:Pr5.1.5b** Rehearse to refine **technical accuracy** and **expressive qualities** to address challenges, *and show improvement over time.* | | | |

## Present

*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

| | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Common Anchor #6 | **MU:Pr6.1.PKa** With substantial **guidance**, **perform** music with **expression**. | **MU:Pr6.1.Ka** With **guidance**, **perform** music with **expression**. | **MU:Pr6.1.1a** With limited **guidance**, **perform** music for a specific ***purpose*** with **expression**. | **MU:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***. | **MU:Pr6.1.3a** **Perform** music with **expression** and **technical accuracy**. | **MU:Pr6.1.4a** **Perform** music, *alone or with others*, with **expression** and **technical accuracy**, and appropriate **interpretation**. | **MU:Pr6.1.5a** **Perform** music, alone or with others, with **expression**, **technical accuracy**, *and* appropriate **interpretation**. | **MU:Pr6.1.6a** **Perform** the music with **technical accuracy** to convey the **creator's intent**. | **MU:Pr6.1.7a** **Perform** the music with **technical accuracy** and *stylistic* ***expression*** to convey the **creator's intent**. | **MU:Pr6.1.8a** **Perform** the music with **technical accuracy**, stylistic **expression**, and ***culturally authentic practices*** *in music* to convey the **creator's intent**. |
| | | **MU:Pr6.1.Kb** ***Perform*** *appropriately for the audience.* | **MU:Pr6.1.1b** **Perform** appropriately for the audience and ***purpose*****.** | **MU:Pr6.1.2b** **Perform** appropriately for the audience and **purpose**. | **MU:Pr6.1.3b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* ***context*** *and* ***venue***. | **MU:Pr6.1.4b** **Demonstrate** **performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, *and* ***genre***. | **MU:Pr6.1.5b** **Demonstrate** **performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, *and* ***style***. | **MU:Pr6.1.6b** **Demonstrate** **performance decorum** (*such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **purpose**. | **MU:Pr6.1.7b** **Demonstrate** **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and ***context***. | **MU:Pr6.1.8b** **Demonstrate** **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and ***style***. |

# RESPONDING

## Select

*Choose music appropriate for a specific purpose or context.*

Common Anchor #7

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Re7.1.PKa** With substantial **guidance**, state personal interests and **demonstrate** why they prefer some music selections over others. | **MU:Re7.1.Ka** With **guidance**, *list* personal interests *and experiences* and **demonstrate** why they prefer some music selections over others. | **MU:Re7.1.1a** With limited **guidance**, *identify and* ***demonstrate*** *how* personal interests and experiences *influence musical selection* for specific **purposes**. | **MU:Re7.1.2a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**. | **MU:Re7.1.3a** **Demonstrate** *and describe* how *selected music connects to* and is influenced by specific interests, experiences, or **purposes**. | **MU:Re7.1.4a** **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**. | **MU:Re7.1.5a** **Demonstrate** and explain, *citing evidence,* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**. | **MU:Re7.1.6a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**. | **MU:Re7.1.7a** Select or choose contrasting music to listen to and *compare* the **connections** to specific interests or experiences for a specific **purpose**. | **MU:Re7.1.8a** Select ***programs*** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**. |

## Analyze

*Analyze how the structure and context of varied musical works inform the response.*

**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of music inform a response?

| Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **MU:Re7.2.PKa** With substantial **guidance**, **explore** musical contrasts in music. | **MU:Re7.2.Ka** With **guidance**, ***demonstrate*** *how a specific music* ***concept*** *(such as* ***beat*** *or* ***melodic direction****) is used in music.* | **MU:Re7.2.1a** With limited **guidance**, **demonstrate** *and identify* how specific music **concepts** (such as **beat** *or pitch)* are *used in various styles of music for a* ***purpose****.* | **MU:Re7.2.2a** *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.* | **MU:Re7.2.3a** **Demonstrate** and describe *how a response to music can be informed by the* ***structure****, the use of the* ***elements of music****, and* ***context*** *(such as* ***personal*** *and* ***social****).* | **MU:Re7.2.4a** **Demonstrate** *and explain* how responses to music *are* informed by the **structure**, the use of the **elements of music,** and **context** (such as **social** and ***cultural***). | **MU:Re7.2.5a** **Demonstrate** and explain, *citing evidence*, how responses to music are informed by the **structure**, the use of the **elements of music,** and **context** (such as **social**, **cultural**, and ***historical***). | **MU:Re7.2.6a** Describe how the **elements of music** and **expressive qualities** relate to the **structure** of the pieces. | **MU:Re7.2.7a** *Classify and explain* how the **elements of music** and **expressive qualities** relate to the **structure** of contrasting pieces. | **MU:Re7.2.8a** *Compare* how the **elements of music** and **expressive qualities** relate to the **structure** *within* ***programs*** of music. |
| | | | | | | | **MU:Re7.2.6b** Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**. | **MU:Re7.2.7b** Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**. | **MU:Re7.2.8b** Identify and compare the **context** of ***programs*** of music from a variety of **genres**, **cultures**, and **historical periods**. |

## Interpret

*Support interpretations of musical works that reflect creators'/performers' expressive intent.*

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

| | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Common Anchor #8 | **MU:Re8.1.PKa** With substantial **guidance**, **explore** music's **expressive qualities** (such as **dynamics** and **tempo**). | **MU:Re8.1.Ka** With **guidance**, ***demonstrate*** *awareness* of **expressive qualities** (such as **dynamics** and **tempo**) that reflect creators'/performers' **expressive intent**. | **MU:Re8.1.1a** With *limited* **guidance**, ***demonstrate*** *and identify* ***expressive qualities*** *(such as* ***dynamics*** *and* ***tempo****) that reflect creators'/ performers'* ***expressive intent****.* | **MU:Re8.1.2a** **Demonstrate** *knowledge* of music **concepts** and *how they support creators'/ performers'* ***expressive intent****.* | **MU:Re8.1.3a** ***Demonstrate*** *and describe how the* ***expressive qualities*** *(such as* ***dynamics*** *and* ***tempo****) are used in performers'* ***interpretations*** *to reflect* ***expressive intent****.* | **MU:Re8.1.4a** **Demonstrate** *and explain* how the **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre***) are used in performers' *and personal* **interpretations** to reflect **expressive intent**. | **MU:Re8.1.5a** **Demonstrate** and explain how the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, and ***articulation***) are used in performers' and personal **interpretations** to reflect **expressive intent**. | **MU:Re8.1.6a** Describe a personal **interpretation** of how creators' and performers' application of the **elements of music** and **expressive qualities**, within **genres** and **cultural** and **historical context,** convey **expressive intent**. | **MU:Re8.1.7a** 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**. | **MU:Re8.1.7a** *Support* personal **interpretation** of contrasting ***programs*** of music and explain how creators' or performers' apply the **elements of music** and **expressive qualities**, within **genres**, **cultures**, and **historical periods** to convey **expressive intent**. |

## Evaluate

*Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

| | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Common Anchor #9 | **MU:Re9.1.PKa** With substantial **guidance**, talk about personal and expressive preferences in music. | **MU:Re9.1.Ka** With **guidance**, *apply personal and expressive preferences in the evaluation of music.* | **MU:Re9.1.1a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**. | **MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**. | **MU:Re9.1.3a** Evaluate ***musical works*** *and* ***performances****, applying* ***established criteria****, and describe appropriateness to the* ***context****.* | **MU:Re9.1.4a** Evaluate **musical works** and ***performances*****,** applying **established criteria**, and *explain* appropriateness to the **context**. | **MU:Re9.1.5a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* ***elements of music****.* | **MU:Re9.1.6a** Apply ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**. | **MU:Re9.1.7a** Select from ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**. | **MU:Re9.1.8a** Apply appropriate ***personally-developed*** **criteria** to evaluate **musical works** or **performances**. |

# CONNECTING

## Connect #10

*Synthesize and relate knowledge and personal experiences to make music.*

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

| | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Common Anchor #10 | **MU:Cn10.0.PKa** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.PKa** With substantial **guidance**, **share** revised **musical ideas** with peers.<br>**MU:Pr4.1.PKa** With substantial **guidance**, **demonstrate** and state preference for varied musical selections.<br>**MU:Pr4.3.PKa** With substantial **guidance**, **explore** music's **expressive qualities** (such as voice quality, **dynamics**, and **tempo**). | **MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.Ka** With **guidance**, ***demonstrate*** *a final version* of personal **musical ideas** to peers.<br>**MU:Pr4.1.Ka** With **guidance**, **demonstrate** *and state personal interest* in varied musical selections.<br>**MU:Pr4.3.Ka** With **guidance**, ***demonstrate*** *awareness of* **expressive qualities** (such as voice quality, **dynamics**, and **tempo**) that support the **creators' expressive intent**. | **MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.1a** *With limited* **guidance**, **demonstrate** *and discuss personal reasons for selecting* ***musical ideas*** *that represent* ***expressive intent.***<br>**MU:Cr3.2.1a** With limited **guidance**, convey **expressive intent** for a specific **purpose** by ***presenting*** a final version of personal **musical ideas** to peers *or informal audience.*<br>**MU:Pr4.3.1a** **Demonstrate** *and describe* music's **expressive qualities** (such as **dynamics** and **tempo**).<br>**MU:Re7.1.1a** With limited **guidance**, *identify and* ***demonstrate*** *how* personal interests and experiences *influence musical selection* for specific **purposes**. | **MU:Cn10.0.2a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.2a** **Demonstrate** and *explain* personal reasons for selecting *patterns and ideas for their music* that represent **expressive intent**.<br>**MU:Cr3.2.2a** Convey **expressive intent** for a specific **purpose** by **presenting** a final version of personal **musical ideas** to peers *or informal audience.*<br>**MU:Pr4.3.2a** **Demonstrate** *understanding of* **expressive qualities** (such as **dynamics** and **tempo**) *and how* ***creators*** *use them to convey* ***expressive intent.***<br>**MU:Re7.1.2a** *Explain and* **demonstrate** how personal interests and experiences influence musical selection for specific **purposes**. | **MU:Cn10.0.3a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.3a** **Demonstrate** *selected* ***musical ideas*** *for a simple* ***improvisation*** *or* ***composition*** *to express* ***intent,*** *and describe* ***connection*** *to a specific* ***purpose*** *and* ***context.***<br>**MU:Cr3.2.3a** **Present** the final version of created music for others, *and describe* **connection** to ***expressive intent.***<br>**MU:Pr4.1.3a** **Demonstrate** and explain *how the selection of music to* ***perform*** *is influenced by personal interest, knowledge,* ***purpose****, and* ***context****.*<br>**MU:Pr4.3.3a** **Demonstrate** *and describe* how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).<br>**MU:Re7.1.3a** **Demonstrate** *and describe* how *selected music connects to* and is | **MU:Cn10.0.4a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.4a** **Demonstrate** selected ***and*** *organized* **musical ideas** for *an* **improvisation**, ***arrangement,*** or **composition** to express **intent,** *and explain* **connection** *to* **purpose** and **context**.<br>**MU:Cr3.2.4a** **Present** the final version of created music for others, and *explain* **connection** to **expressive intent**.<br>**MU:Pr4.1.4a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, *and* ***technical skill****.*<br>**MU:Pr4.3.4a** **Demonstrate** *and explain* how **intent** is conveyed through *interpretive decisions* and **expressive qualities** (such as **dynamics**, **tempo**, and ***timbre****).*<br>**MU:Re7.1.4a** | **MU:Cn10.0.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.5a** **Demonstrate** selected and *developed* **musical ideas** for **improvisations**, ***arrangements,*** *or* ***compositions*** to express **intent**, and explain **connection** to **purpose** and **context**.<br>**MU:Cr3.2.5a** **Present** the final version of created music for others *that* ***demonstrates craftsmanship****,* and explain **connection** to **expressive intent.**<br>**MU:Pr4.1.5a** **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, as well as *their personal and others'* ***technical skill****.*<br>**MU:Pr4.3.5a** **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as | **MU:Cn10.0.6a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.6a** Select, organize, construct, and document personal **musical ideas** for ***arrangements*** *and* ***compositions*** within **AB** or **ABA form** that **demonstrate** an effective beginning, middle, and ending, and convey **expressive intent**.<br>**MU:Cr3.2.6a** **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**.<br>**MU:Pr4.1.6a** Apply ***teacher-provided*** **criteria** for selecting music to **perform** for a specific **purpose** and/or **context** and explain why each was chosen.<br>**MU:Pr4.3.6a** **Perform** a selected piece of music | **MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.7a** 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**.<br>**MU:Cr3.2.7a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate ***unity*** *and* ***variety,*** and convey **expressive intent**.<br>**MU:Pr4.1.7a** 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* | **MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr2.1.8a** Select, organize, and document personal **musical ideas** for **arrangements**, songs, and **compositions** within **expanded forms** that **demonstrate** ***tension*** *and* ***release***, **unity** and **variety,** and *balance,* and convey **expressive intent**.<br>**MU:Cr3.2.8a** **Present** the final version of their documented personal **composition**, song, or **arrangement**, using **craftsmanship** and originality to demonstrate the application of ***compositional techniques*** for creating **unity** and **variety**, ***tension and release,*** and *balance* to convey **expressive intent**.<br>**MU:Pr4.1.8a** Apply ***personally-developed*** **criteria** for selecting *music of* contrasting styles for a **program** with a specific **purpose** and/or **context** and explain **expressive** |

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | influenced by specific interests, experiences, or **purposes**. | **Demonstrate** *and explain* how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**. | **dynamics**, **tempo**, **timbre**, *and* ***articulation/style****).*<br>**MU:Re7.1.5a**<br>**Demonstrate** and explain, *citing evidence,* how selected music connects to, and is influenced by specific interests, experiences, **purposes**, or **contexts**. | demonstrating how their **interpretations** of the **elements of music** and the **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and ***phrasing***) convey **intent**.<br>**MU:Re7.1.6a** Select or choose music to listen to and explain the **connections** to specific interests or experiences for a specific **purpose**. | for choices.<br>**MU:Pr4.3.7a**<br>**Perform** *contrasting pieces* of music demonstrating their personal **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**) convey **intent**.<br>**MU:Re7.1.7a** Select or choose contrasting music to listen to and *compare* the **connection** to specific interests or experiences for a specific **purpose**. | **qualities**, **technical challenges**, and reasons for choices.<br>**MU:Pr4.3.8a** ***Perform*** *contrasting pieces of music, demonstrating as well as explaining how the* music's **intent** is conveyed by their **interpretations** of the **elements of music** and **expressive qualities** (such as **dynamics**, **tempo**, **timbre**, **articulation/style**, and **phrasing**).<br>**MU:Re7.1.8a** Select ***programs*** of music (such as a CD mix or live performances) and demonstrate the **connections** to an interest or experience for a specific **purpose**. |

## Connect #11

*Relate musical ideas and works with varied context to deepen understanding.*

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

| | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Common Anchor #11 | **MU:Cn11.0.PKa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Pr4.2.PKa** With substantial **guidance**, **explore** and **demonstrate** awareness of musical contrasts.<br>**MU:Re7.2.PKa** With substantial **guidance**, **explore** musical contrasts in music.<br>**MU:Re9.1.PKa** With substantial **guidance**, talk about their personal and expressive preferences in music. | **MU:Cn11.0.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Pr4.2.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***.<br>**MU:Re7.2.Ka** With **guidance**, ***demonstrate*** *how a specific music* ***concept*** *(such as* ***beat*** *or* ***melodic direction****) is used in music.*<br>**MU:Re9.1.Ka** With **guidance**, *apply personal and expressive preferences in the evaluation of music.* | **MU:Cn11.0.1a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.1a** With limited **guidance**, *create* ***musical ideas*** *(such as answering a musical question) for a specific* ***purpose***.<br>**MU:Pr4.2.1a** With limited **guidance**, **demonstrate** *knowledge of* music **concepts** (such as **beat** *and* ***melodic contour***) in music from a variety of **cultures** selected for **performance**.<br>**MU:Pr6.1.1a** With limited **guidance**, **perform** music for a specific ***purpose*** with **expression**.<br>**MU:Re7.2.1a** With limited **guidance**, **demonstrate** *and identify* how specific music **concepts** (such as **beat** *or pitch)* is *used in various styles of music for a* ***purpose***.<br>**MU:Re9.1.1a** With limited **guidance**, apply personal and expressive preferences in the evaluation of music for specific **purposes**. | **MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.2a** *Improvise* ***rhythmic and melodic*** *patterns and* ***musical ideas*** for a specific **purpose**.<br>**MU:Pr4.2.2a** **Demonstrate** knowledge of music **concepts** *(such as* ***tonality*** *and* ***meter****)* in music from a variety of **cultures** selected for **performance**.<br>**MU:Pr6.1.2a** **Perform** music for a specific **purpose** with **expression** and ***technical accuracy***.<br>**MU:Re7.2.** *Describe* how specific music ***concepts*** are used *to support a specific* ***purpose*** *in music.*<br>**MU:Re9.1.2a** *Apply* personal and expressive preferences in the evaluation of music for specific **purposes**. | **MU:Cn11.0.3a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.3a** Improvise rhythmic and melodic ideas, *and describe* ***connection*** *to* specific **purpose** *and* ***context*** *(such as* ***personal*** *and* ***social****).*<br>**MU:Pr4.2.3c** Describe how **context** (such as **personal** and **social**) can inform a **performance**.<br>**MU:Pr6.1.3b** **Demonstrate** ***performance decorum*** *and* ***audience etiquette*** *appropriate for the* ***context*** *and* ***venue****.*<br>**MU:Re7.2.3a** **Demonstrate** and describe *how a response to music can be informed by the* ***structure****, the use of the* ***elements of music****, and* ***context*** *(such as* ***personal*** *and* ***social****).*<br>**MU:Re9.1.3a** Evaluate ***musical works*** *and* ***performances****, applying* ***established criteria****, and describe appropriateness to the* ***context****.* | **MU:Cn11.0.4a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.4a** Improvise rhythmic, melodic, and *harmonic* ideas, and *explain* **connection** to specific **purpose** and **context** (such as **social** and ***cultural***).<br>**MU:Pr4.2.4c** *Explain* how **context** (such as **social** and ***cultural***) informs a **performance**.<br>**MU:Pr6.1.4b** **Demonstrate** **performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, *and* ***genre***.<br>**MU:Re7.2.4a** **Demonstrate** *and explain* how responses to music *are* informed by the **structure**, the use of the **elements of music,** and **context** (such as **social** and ***cultural***).<br>**MU:Re9.1.4a** Evaluate **musical works** and ***performances,*** applying **established criteria**, and *explain* appropriateness to the **context**. | **MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.5a** Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and ***historical***).<br>**MU:Pr4.2.5c** Explain how **context** (such as **social, cultural**, and ***historical***) informs **performances**.<br>**MU:Pr6.1.5b** **Demonstrate** **performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, *and* ***style***.<br>**MU:Re7.2.5a** **Demonstrate** and explain, *citing evidence*, how responses to music are informed by the **structure**, the use of the **elements of music,** and **context** (such as **social**, **cultural**, and ***historical***).<br>**MU:Re9.1.5a** Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, *citing evidence from the* ***elements of music***. | **MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.6a** Generate simple rhythmic, melodic, and harmonic ***phrases*** within **AB** and **ABA forms** that convey **expressive intent**.<br>**MU:Pr4.2.6c** Identify how **cultural** and **historical context** inform the **performances**.<br>**MU:Pr6.1.6b** **Demonstrate** **performance decorum** *(such as stage presence, attire, and behavior)* and **audience etiquette** appropriate for **venue** and **purpose**.<br>**MU:Re7.2.6b** Identify the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.<br>**MU:Re9.1.6a** Apply ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**. | **MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic **phrases** and *variations over harmonic accompaniments* within **AB**, **ABA,** or ***theme and variation*** **forms** that convey **expressive intent**.<br>**MU:Pr4.2.7c** Identify how **cultural** and **historical context** inform **performance** and results in *different music* ***interpretations***.<br>**MU:Pr6.1.7b** **Demonstrate** **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, and ***context***.<br>**MU:Re7.2.7b** Identify and *compare* the **context** of music from a variety of **genres**, **cultures**, and **historical periods**.<br>**MU:Re9.1.7a** Select from ***teacher-provided*** **criteria** to evaluate **musical works** or **performances**. | **MU:Cn11.0.8a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic **phrases** *and harmonic accompaniments* within ***expanded forms*** *(including introductions, transitions, and codas)* that convey **expressive intent**.<br>**MU:Pr4.2.8c** Identity how **cultural** and **historical context** inform **performance** and results in different *musical effects.*<br>**MU:Pr6.1.8b** **Demonstrate** **performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue**, **purpose**, **context**, and ***style***.<br>**MU:Re7.2.8b** Identify and compare the **context** of ***programs*** of music from a variety of **genres**, **cultures**, and **historical periods**.<br>**MU:Re9.1.8a** Apply appropriate ***personally-developed*** **criteria** to evaluate musical works or **performances**. |

# CREATING

## Imagine

Generate musical ideas for various purposes and contexts.

Common Anchor #1

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Cr1.1.E.5a** Compose and **improvise** melodic and rhythmic ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal. | **MU:Cr1.1.E.8a** Compose and **improvise** ideas for ***melodies*** *and* ***rhythmic passages*** *based on* characteristic(s) of music or text(s) studied in rehearsal. | **MU:Cr1.1.E.Ia** Compose and **improvise** ideas for **melodies**, **rhythmic passages**, *and* ***arrangements*** for specific **purposes** that reflect characteristic(s) of music *from a variety of* ***historical periods*** studied in rehearsal. | **MU:Cr1.1.E.IIa** Compose and **improvise** ideas for **arrangements**, ***sections****, and short* ***compositions*** for specific **purposes** that reflect characteristic(s) of music *from a variety of* ***cultures*** studied in rehearsal. | **MU:Cr1.1.E.IIIa** Compose and **improvise** **musical ideas** *for a variety of* ***purposes*** *and* ***contexts***. |

## Plan and Make

Select and develop musical ideas for defined purposes and contexts.

Common Anchor #2

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Cr2.1.E.5a** Select and develop draft melodic and rhythmic ideas or **motives** that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. | **MU:Cr2.1.E.8a** Select and develop draft ***melodies*** *and* ***rhythmic passages*** that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. | **MU:Cr2.1.E.Ia** Select and develop draft **melodies, rhythmic passages**, *and* ***arrangements*** for specific **purposes** that demonstrate understanding of characteristic(s) of music *from a variety of* ***historical periods*** studied in rehearsal. | **MU:Cr2.1.E.IIa** Select and develop **arrangements**, ***sections****, and short* ***compositions*** for specific **purposes** that demonstrate understanding of characteristic(s) of music from a *variety of* ***cultures*** studied in rehearsal. | **MU:Cr2.1.E.IIIa** Select and develop composed and improvised ideas into draft ***musical works*** organized for a *variety of* ***purposes*** *and* ***contexts***. |
| **MU:Cr2.1.E.5b** Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording. | **MU:Cr2.1.E.8b** Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording. | **MU:Cr2.1.E.Ia** Preserve draft **compositions** and **improvisations** through **standard notation** and audio recording. | **MU:Cr2.1.E.IIa** Preserve draft **compositions** and **improvisations** through **standard notation,** audio, *or video* recording. | **MU:Cr2.1.E.IIIa** Preserve draft ***musical works*** through **standard notation**, audio, or video recording. |

CA #3

## Evaluate and Refine

Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Cr3.1.E.5a** Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**. | **MU:Cr3.1.E.8a** Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and ***collaboratively-developed criteria***. | **MU:Cr3.1.E.Ia** Evaluate and **refine** draft **melodies**, **rhythmic passages**, ***arrangements***, and **improvisations** based on ***established criteria***, *including the extent to which they address identified* ***purposes***. | **MU:Cr3.1.E.IIa** Evaluate and **refine** draft **arrangements**, ***sections***, *short* ***compositions***, and **improvisations** based on ***personally-developed criteria***, including the extent to which they address identified **purposes.** | **MU:Cr3.1.E.IIIa** Evaluate and **refine** varied draft ***musical works*** based on *appropriate* **criteria**, *including the extent to which they address* identified **purposes** *and* ***contexts***. |

## Present

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.

**Essential Question:** When is creative work ready to share?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Cr3.2.E.5a** **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal. | **MU:Cr3.2.E.8a** **Share** personally-developed ***melodies*** *and* ***rhythmic passages*** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal. | **MU:Cr3.2.E.Ia** **Share** personally-developed **melodies**, **rhythmic passages**, and ***arrangements*** – individually or as an **ensemble** – that *address identified* ***purposes***. | **MU:Cr3.2.E.IIa** **Share** personally-developed **arrangements**, ***sections***, *and short* ***compositions*** – individually or as an **ensemble** – that address identified **purposes.** | **MU:Cr3.2.E.IIIa** **Share** varied, personally-developed ***musical works*** – individually or as an **ensemble** – that address identified **purposes** *and* ***contexts***. |

# PERFORMING

## Select

*Select varied musical works to present based on interest, knowledge, technical skill, and context.*

Common Anchor #4

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question:** How do performers select repertoire?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Pr4.1.E.5a** Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context,** and the **technical skill** of the individual or **ensemble**. | **MU:Pr4.1.E.8a** 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**. | **MU:Pr4.1.E.Ia** *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***. | **MU:Pr4.1.E.IIa** *Develop and apply* **criteria** to select a varied **repertoire** to study *and* ***perform*** based on an understanding of **theoretical** and **structural** characteristics *and expressive challenges in the music*, the **technical skill** of the individual or **ensemble**, and the **purpose** *and* **context** of the **performance**. | **MU:Pr4.1.E.IIIa** Develop and apply **criteria** to select *varied* ***programs*** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**. |

## Analyze

*Analyze the structure and context of varied musical works and their implications for performance.*

**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question:** How does understanding the structure and context of musical works inform performance?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Pr4.2.E.5a** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**. | **MU:Pr4.2.E.5a** Demonstrate, using music reading skills where appropriate, *how the* ***setting*** *and formal characteristics* ***of musical works*** *contribute to understanding the* ***context*** *of the music in* prepared or improvised **performances**. | **MU:Pr4.2.E.Ia** Demonstrate, using music reading skills where appropriate, *how* ***compositional devices*** *employed and* ***theoretical*** *and* ***structural*** *aspects of* **musical works** *impact and inform* prepared or improvised **performances.** | **MU:Pr4.2.E.IIa** *Document and* demonstrate, using music reading skills where appropriate, how **compositional devices** employed and **theoretical** and **structural** aspects of **musical works** *may* impact and inform prepared *and* improvised **performances**. | **MU:Pr4.2.E.IIIa** *Examine, evaluate, and critique,* using music reading skills where appropriate, how the **structure** and **context** impact and inform prepared and improvised **performances**. |

## Interpret

Develop personal interpretations that consider creators' intent.

**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question:** How do performers interpret musical works?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Pr4.3.E.5a** Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**. | **MU:Pr4.3.E.8a** *Demonstrate understanding and application of* ***expressive qualities*** in a varied **repertoire** of music through prepared and improvised **performances.** | **MU:Pr4.3.E.Ia** Demonstrate an understanding of ***context*** in a varied **repertoire** of music through prepared and improvised **performances**. | **MU:Pr4.3.E.IIa** Demonstrate how understanding *the* ***style, genre,*** and **context** of a varied **repertoire** of music *influences* prepared and improvised **performances** *as well as performers'* ***technical skill*** *to connect with the audience.* | **MU:Pr4.3.E.IIIa** Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music *informs* prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience. |

## Rehearse, Evaluate and Refine

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

| | Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|---|
| Common Anchor #5 | **MU:Pr5.3.E.5a** Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music. | **MU:Pr5.3.E.8a** *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:Pr5.3.E.Ia** 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**. | **MU:Pr5.3.E.IIa** Develop *and apply appropriate rehearsal strategies to address individual and **ensemble** challenges* in a varied **repertoire** of music, and evaluate their success. | **MU:Pr5.3.E.IIIa** Develop, apply, and ***refine*** appropriate rehearsal strategies to address individual and **ensemble** challenges in a varied **repertoire** of music. |

## Present

*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

| | Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|---|
| Common Anchor #6 | **MU:Pr6.1.E.5a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music. | **MU:Pr6.1.E.8a** Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse ***cultures*** *and* ***styles****.* | **MU:Pr6.1.E.Ia** 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***. | **MU:Pr6.1.E.IIa** Demonstrate mastery of the technical demands and an understanding of **expressive qualities** of the music in prepared and improvised **performances** of a varied **repertoire** representing diverse **cultures**, **styles**, **genres**, *and* ***historical periods****.* | **MU:Cr6.1.E.IIIa** Demonstrate an *understanding and* mastery of the technical demands and **expressive qualities** of the music *through prepared and improvised* **performances** of a varied **repertoire** representing diverse **cultures**, **styles**, **genres**, and **historical periods** *in multiple types of* ***ensemble****s.* |
| | **MU:Pr6.1.E.5b** Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**. | **MU:Pr6.1.E.5b** Demonstrate *an understanding* of the **context** of the music through prepared and improvised **performances**. | **MU:Pr6.1.E.Ib** Demonstrate an understanding *of* ***expressive intent*** *by connecting with an audience* through prepared and improvised **performances**. | **MU:Pr6.1.E.IIb** Demonstrate an understanding of ***intent*** *as a means for connecting with an audience* through prepared and improvised **performances**. | **MU:Pr6.1.E.IIIb** *Demonstrate an **ability** to connect with audience members before and during the process of engaging with and responding to them* through prepared and improvised **performances**. |

# RESPONDING

## Select

*Choose music appropriate for specific purposes and contexts.*

Common Anchor #7

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question:** How do individuals choose music to experience?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Re7.1.E.5a** Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**. | **MU:Re7.1.E.8a** *Explain* reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose**, and **context**. | **MU:Re7.1.E.Ia** *Apply* ***criteria*** *to select music for specified purposes, supporting choices by* citing characteristics found in the music and **connections** to interest, **purpose**, and **context.** | **MU:Re7.1.E.IIa** Apply **criteria** to select music for a *variety of purposes, justifying choices citing knowledge of the music and the specified* **purpose** and **context**. | **MU:Re7.1.E.IIIa** *Use research and* ***personally-developed criteria*** *to justify choices* made when selecting music, citing knowledge of the music, and *individual and ensemble* **purpose** and **context**. |

## Analyze

*Analyze how the structure and context of varied musical works inform the response.*

**Enduring Understanding:** Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question:** How does understanding the structure and context of the music influence a response?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Re7.2.E.5a** Identify how knowledge of **context** and the use of repetition, similarities, and contrasts inform the response to music. | **MU:Re7.2.E.8a** Describe how *understanding* **context** and the way the ***elements of music*** are manipulated inform the response to music. | **MU:Re7.2.E.Ia** *Explain* how *the* ***analysis*** *of passages* and understanding the way the **elements of music** are manipulated inform the response to music. | **MU:Re7.2.E.IIa** Explain how the **analysis** of ***structures*** *and* ***contexts*** inform the response to music. | **MU:Re7.2.E.IIIa** *Demonstrate and justify* how the **analysis** of **structures**, **contexts**, and *performance decisions* inform the response to music. |

## Interpret

*Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.*

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

| Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|
| **MU:Re8.1.E.5a** Identify **interpretations** of the **expressive intent** and meaning of **musical works**, referring to the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**. | **MU:Re8.1.E.8a** Identify *and support* **interpretations** of the **expressive intent** and meaning of **musical works**, *citing as evidence* the *treatment* of the **elements of music**, **contexts**, and (when appropriate) the **setting of the text**. | **MU:Re8.1.E.Ia** *Explain* and support **interpretations** of the **expressive intent** and meaning of **musical works**, citing as evidence the treatment of the **elements of music**, **contexts**, (when appropriate) the **setting of the text**, and *personal research.* | **MU:Re8.1.E.IIa** Support **interpretations** of the **expressive intent** and meaning of **musical works** citing as evidence the treatment of the **elements of music**, **contexts**, (when appropriate) the **setting of the text**, and *varied researched* sources. | **MU:Re8.1.E.IIIa** *Justify* **interpretations** of the **expressive intent** and meaning of **musical works** by *comparing and synthesizing* varied researched sources, *including reference to other art forms*. |

CA #8

## Evaluate

*Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.*

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

| | Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|---|
| Common Anchor #9 | **MU:Re9.1.E.5a** Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music. | **MU:Re9.1.E.8a** *Explain the influence* of experiences, **analysis**, and ***context*** *on interest in* and evaluation of music. | **MU:Re9.1.E.Ia** *Evaluate works and* ***performances*** *based on* ***personally-*** *or* ***collaboratively-developed criteria***, including **analysis** of the **structure** and **context.** | **MU:Re9.1.E.IIa** Evaluate works and **performances** based on *research* as well as **personally-** *and* **collaboratively-developed criteria**, including **analysis** and ***interpretation*** of the **structure** and **context**. | **MU:Re9.1.E.IIIa** *Develop and justify* evaluations of music, ***programs*** *of music, and* ***performances*** based on **criteria**, *personal decision-making, research, and understanding of* ***contexts****.* |

# CONNECTING

## Connect #10

*Synthesize and relate knowledge and personal experiences to make music.*

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

| | Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|---|
| Common Anchor #10 | **MU:Cn10.0.H.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.E.5a** **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.<br>**MU:Pr4.1.E.5a** Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context,** and the **technical skills** of the individual or **ensemble**.<br>**MU:Pr4.3.E.5a** Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.<br>**MU:Re7.1E.5a** Identify reasons for selecting music based on characteristics found in the music, **connection** to interest, and **purpose** or **context**. | **MU:Cn10.0.H.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.E.8a** **Share** personally-developed ***melodies*** *and* ***rhythmic passages*** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.<br>**MU:Pr4.2.E.5a** 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 skills** of the individual and **ensemble**.<br>**MU:Pr6.1.E.5c** *Demonstrate understanding and application of* ***expressive qualities*** in a varied **repertoire** of music through prepared and improvised **performances.**<br>**MU:Re7.1.E.8a** *Explain* reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose,** and **context**. | **MU:Cn10.0.H.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.E.Ia** **Share** personally-developed **melodies**, **rhythmic passages**, and ***arrangements*** – individually or as an **ensemble** – that *address identified* ***purposes***.<br>**MU:Pr4.1.E.Ia** *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 skills** of the individual or **ensemble**, and the ***purpose*** *or* ***context*** *of the* ***performance***.<br>**MU:Pr4.3.E.Ia** Demonstrate an understanding of ***context*** in a varied **repertoire** of music through prepared and improvised **performances**.<br>**MU:Re7.1.E.Ia** *Apply* ***criteria*** *to select music for specified purposes, supporting choices by* citing characteristics found in the music and **connections** to interest, **purpose**, and **context.** | **MU:Cn10.0.H.IIa** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.E.IIa** **Share** personally-developed **arrangements**, ***sections****, and short* ***compositions*** – individually or as an **ensemble** – that address identified **purposes.**<br>**MU:Pr4.1.E.IIa** *Develop and apply* **criteria** to select a varied **repertoire** to study *and* ***perform*** based on an understanding of **theoretical** and **structural** characteristics *and expressive challenges in the music*, the **technical skills** of the individual or **ensemble**, and the **purpose** *and* **context** of the **performance**.<br>**MU:Pr4.3.E.IIa** Demonstrate how understanding *the* ***style, genre,*** and **context** of a varied **repertoire** of music *influences* prepared and improvised **performances** *as well as performers'* ***technical skill*** *to connect with the audience.*<br>**MU:Re7.1.E.IIa** Apply **criteria** to select music for a *variety of purposes, justifying choices citing knowledge of the music and the specified* **purpose** and **context**. | **MU:Cn10.0.H.IIIa** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.<br>**MU:Cr3.2.E.IIIa** **Share** varied, personally-developed ***musical works*** – individually or as an **ensemble** – that address identified **purposes** *and* ***contexts***.<br>**MU:Pr4.1.E.IIIa** Develop and apply **criteria** to select *varied* ***programs*** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skills** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.<br>**MU:Pr4.3.E.IIIa** Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music *informs* prepared and improvised **performances** as well as performers' **technical skill** to connect with the audience.<br>**MU:Re7.1.E.IIIa** *Use research and* ***personally-developed criteria*** *to justify choices* made when selecting music, citing knowledge of the music, and *individual and ensemble* **purpose** and **context**. |

## Connect #11

*Relate musical ideas and works with varied context to deepen understanding.*

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

| | Novice | Intermediate | Proficient | Accomplished | Advanced |
|---|---|---|---|---|---|
| Common Anchor #11 | **MU:Cn11.0.T.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.E.5a** Compose and **improvise** melodic and rhythmic ideas or **motives** that reflect characteristic(s) of music or text(s) studied in rehearsal.<br>**MU:Cr3.2.E.5a** **Share** personally-developed melodic and rhythmic ideas or **motives** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.<br>**MU:Pr6.1.E.5b** Demonstrate an awareness of the **context** of the music through prepared and improvised **performances**.<br>**MU:Re9.1.E.5a** Identify and describe the effect of interest, experience, **analysis**, and **context** on the evaluation of music. | **MU:Cn11.0.T.8a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.E.8a** Compose and **improvise** ideas for ***melodies*** *and* ***rhythmic passages*** *based on* characteristic(s) of music or text(s) studied in rehearsal.<br>**MU:Cr3.2.E.8a** **Share** personally-developed ***melodies*** *and* ***rhythmic passages*** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.<br>**MU:Pr6.1.E.5b** Demonstrate *an understanding* of the **context** of the music through prepared and improvised **performances**.<br>**MU:Re9.1.E.8a** *Explain the influence* of experiences, **analysis**, and ***context*** *on interest in* and evaluation of music. | **MU:Cn11.0.T.Ia** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.E.Ia** Compose and **improvise** ideas for **melodies**, **rhythmic passages**, *and* ***arrangements*** for specific **purposes** that reflect characteristic(s) of music *from a variety of* ***historical periods*** studied in rehearsal.<br>**MU:Cr3.2.E.Ia** **Share** personally-developed **melodies**, **rhythmic passages**, and ***arrangements*** – individually or as an **ensemble** – that *address identified* ***purposes***.<br>**MU:Pr6.1.E.Ib** Demonstrate an understanding *of* ***expressive intent*** *by connecting with an audience* through prepared and improvised **performances**.<br>**MU:Re9.1.E.Ia** *Evaluate works and* ***performances*** *based on* ***personally-*** *or* ***collaboratively-developed criteria***, including **analysis** of the **structure** and **context.** | **MU:Cn11.0.T.IIa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.E.IIa** Compose and **improvise** ideas for **arrangements**, ***sections***, *and short* ***compositions*** for specific **purposes** that reflect characteristic(s) of music *from a variety of* ***cultures*** studied in rehearsal.<br>**MU:Cr3.2.E.IIa** **Share** personally-developed **arrangements**, ***sections***, *and short* ***compositions*** – individually or as an **ensemble** – that address identified **purposes.**<br>**MU:Pr6.1.E.IIb** Demonstrate an understanding of ***intent*** *as a means for connecting with an audience* through prepared and improvised **performances**.<br>**MU:Re9.1.E.IIa** Evaluate works and **performances** based on *research* as well as **personally**- *and* **collaboratively-developed criteria**, including **analysis** and ***interpretation*** of the **structure** and **context**. | **MU:Cn11.0.T.IIIa** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.<br>**MU:Cr1.1.E.IIIa** Compose and **improvise musical ideas** *for a variety of* ***purposes*** *and* ***contexts***.<br>**MU:Cr3.2.E.IIIb** **Share** varied, personally-developed ***musical works*** – individually or as an **ensemble** – that address identified **purposes** *and* ***contexts***.<br>**MU:Pr6.1.E.IIIb** *Demonstrate an* ***ability*** *to connect with audience members before and during the process of engaging with and responding to them* through prepared and improvised **performances**.<br>**MU:Re9.1.E.IIIa** *Develop and justify* evaluations of music, ***programs*** *of music, and* ***performances*** based on **criteria**, *personal decision-making, research, and understanding of* ***contexts***. |

SHAPE America
SOCIETY OF HEALTH AND PHYSICAL EDUCATORS

# Grade-Level Outcomes for K-12 Physical Education

# Grade-Level Outcomes for K-12 Physical Education

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***National Standards & Grade-Level Outcomes for K-12 Physical Education***

Find even more guidance on using the new National Standards in *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America, 2014). Designed as a tool for physical educators at all levels, this book offers guidance on planning curricula, designing units and lessons, tracking student progress across grades and more. Purchase your copy at www.humankinetics.com/shapeamerica-online-store.

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# National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

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## Elementary School Outcomes (K – Grade 5)

By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

**Note:** Swimming skills and water-safety activities should be taught if facilities permit.

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| ***Demonstrates competency in a variety of motor skills and movement patterns.*** | | | | | | |
| ***S1.E1*** **Locomotor** *Hopping, galloping, running, sliding, skipping, leaping* | Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K) | Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1) | Skips using a mature pattern. (S1.E1.2) | Leaps using a mature pattern. (S1.E1.3) | Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. (S1.E1.4) | Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. (S1.E1.5a)<br><br>Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)<br><br>Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c) |


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| ***S1.E2*** **Locomotor** *jogging, running* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | Runs with a mature pattern. (S1.E2.2a)<br><br>Travels showing differentiation between jogging and sprinting. (S1.E2.2b) | Travels showing differentiation between sprinting and running. (S1.E2.3) | Runs for distance using a mature pattern. (S1.E2.4) | Uses appropriate pacing for a variety of running distances. (S1.E2.5) |
| ***S1.E3*** **Locomotor** *Jumping & landing, horizontal plane* | Performs jumping & landing actions with balance. (S1.E3.K)<br><br>*Note: This outcome applies to both horizontal and vertical jumping & landing.* | Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings. (S1.E3.1) | Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings. (S1.E3.2) | Jumps & lands in the horizontal & vertical planes using a mature pattern. (S1.E3.3)<br><br>*Note: This outcome applies to both horizontal and vertical jumping & landing.* | Uses spring-and-step take-offs & landings specific to gymnastics. (S1.E3.4)<br><br>*Note: This outcome applies to both horizontal and vertical jumping & landing.* | Combines jumping & landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and games environments. (S1.E3.5)<br><br>*Note: This outcome applies to both horizontal and vertical jumping & landing.* |
| ***S1.E4*** **Locomotor** *Jumping & landing, vertical plane* | | Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.1) | Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. (S1.E4.2) | | | |
| ***S1.E5*** **Locomotor** *Dance* | Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K) | Combines locomotor and nonlocomotor skills in a teacher-designed dance. (S1.E5.1) | Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2) | Performs teacher-selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3) | Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4) | Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5) |

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| ***S1.E6*** **Locomotor**<br>*Combinations* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3) | Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4) | Applies skill. |
| ***S1.E7*** **Nonlocomotor* (stability)**<br>*Balance* | Maintains momentary stillness on different bases of support. (S1.E7.Ka)<br><br>Forms wide, narrow, curled & twisted body shapes. (S1.E7.Kb) | Maintains stillness on different bases of support with different body shapes. (S1.E7.1) | Balances on different bases of support, combining levels and shapes. (S1.E7.2a)<br><br>Balances in an inverted position* with stillness and supportive base. (S1.E7.2b) | Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3) | Balances on different bases of support on apparatus, demonstrating levels and shapes. (S1.E7.4) | Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5) |
| ***S1.E8*** **Nonlocomotor (stability)**<br>*Weight transfer* | *Developmentally appropriate/emerging outcomes first appear in Grade 1.* | Transfers weight from one body part to another in self-space in dance and gymnastics environments. (S1.E8.1) | Transfers weight from feet to different body parts/bases of support for balance and/or travel.[a] (S1.E8.2) | Transfers weight from feet to hands for momentary weight support. (S1.E8.3) | Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).[1] (S1.E8.4) | Transfers weight in gymnastics and dance environments. (S1.E8.5) |
| ***S1.E9*** **Nonlocomotor (stability)**<br>*Weight transfer, rolling* | Rolls sideways in a narrow body shape. (S1.E9.K) | Rolls with either a narrow or curled body shape. (S1.E9.1) | Rolls in different directions with either a narrow or curled body shape. (S1.E9.2) | Applies skill. | Applies skill. | Applies skill. |

**Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts.*


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| ***S1.E10*** **Nonlocomotor (stability)** *Curling & stretching; twisting & bending* | Contrasts the actions of curling & stretching. (S1.E10.K) | Demonstrates twisting, curling, bending & stretching actions. (S1.E10.1) | Differentiates among twisting, curling, bending & stretching actions. (S1.E10.2) | Moves into and out of gymnastics balances with curling, twisting & stretching actions. (S1.E10.3) | Moves into and out of balances on apparatus with curling, twisting & stretching actions. (S1.E10.4) | Performs curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments. (S1.E10.5) |
| ***S1.E11*** **Nonlocomotor (stability)** *Combinations* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). (S1.E11.2) | Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. (S1.E11.3) | Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (S1.E11.4) | Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (S1.E11.5) |
| ***S1.E12*** **Nonlocomotor (stability)** *Balance & weight transfers* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Combines balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3) | Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. (S1.E12.4) | Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E12.5) |

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| ***S1.E13*** **Manipulative**<br>*Underhand throw* | Throws underhand with opposite foot forward. (S1.E13.K) | Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1) | Throws underhand using a mature pattern. (S1.E13.2) | Throws underhand to a partner or target with reasonable accuracy. (S1.E13.3) | Applies skill. | Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)<br><br>Throws underhand to a large target with accuracy. (S1.E13.5b) |
| ***S1.E14*** **Manipulative**<br>*Overhand throw* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2) | Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force. (S1.E14.3) | Throws overhand using a mature pattern in nondynamic environments (closed skills). (S1.E14.4a)<br><br>Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b) | Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects. (S1.E13.5a)<br><br>Throws overhand to a large target with accuracy. (S1.E13.5b) |
| ***S1.E15*** **Manipulative**<br>*Passing with hands* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). (S1.E15.4) | Throws with accuracy, both partners moving. (S1.E15.5a)<br><br>Throws with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b) |


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| ***S1.E16*** **Manipulative**<br>*Catching* | Drops a ball and catches it before it bounces twice. (S1.E16.Ka)<br><br>Catches a large ball tossed by a skilled thrower. (S1.E16.Kb) | Catches a soft object from a self-toss before it bounces. (S1.E16.1a)<br><br>Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b) | Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2) | Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3) | Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). (S1.E16.4) | Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment (closed skills). (S1.E16.5a)<br><br>Catches with accuracy, both partners moving. (S1.E16.5b)<br><br>Catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c) |
| ***S1.E17*** **Manipulative**<br>*Dribbling/ball control with hands* | Dribbles a ball with one hand, attempting the second contact. (S1.E17.K) | Dribbles continuously in self-space using the preferred hand. (S1.E17.1) | Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)<br><br>Dribbles using the preferred hand while walking in general space. (S1.E17.2b) | Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. (S1.E17.3) | Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a)<br><br>Dribbles in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b) | Combines hand dribbling with other skills during 1v1 practice tasks. (S1.E17.5) |

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| ***S1.E18*** **Manipulative**<br>*Dribbling/ball control with feet* | Taps a ball using the inside of the foot, sending it forward. (S1.E18.K) | Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1) | Dribbles with the feet in general space with control of ball and body. (S1.E18.2) | Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3) | Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4) | Combines foot dribbling with other skills in 1v1 practice tasks. (S1.E18.5) |
| ***S1.E19*** **Manipulative**<br>*Passing & receiving with feet* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3) | Passes & receives a ball with the insides of the feet to a moving partner in a nondynamic environment (closed skills). (S1.E19. 4a)<br><br>Passes & receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) | Passes with the feet using a mature pattern as both partners travel. (S1.E19.5a)<br><br>Receives a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) |
| ***S1.E20*** **Manipulative**<br>*Dribbling in combination* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (S1.E20.4) | Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5) |


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| ***S1.E21*** **Manipulative**<br>*Kicking* | Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern. (S1.E21.K) | Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E21.1) | Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E21.2) | Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (S1.E21.3a)<br><br>Uses a continuous running approach and kicks a stationary ball for accuracy. (S1.E21.3b) | Kicks along the ground and in the air, and punts using mature patterns. (S1.E21.4) | Demonstrates mature patterns in kicking and punting in small-sided practice task environments. (S1.E21.5) |
| ***S1.E22*** **Manipulative**<br>*Volley, underhand* | Volleys a light-weight object (balloon), sending it upward. (S1.E22.K) | Volleys an object with an open palm, sending it upward. (S1.E22.1) | Volleys an object upward with consecutive hits. (S1.E22.2) | Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E22.3) | Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). (S1.E22.4) | Applies skill. |

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| ***S1.E23*** **Manipulative**<br>*Volley, overhead* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E23.4) | Volleys a ball using a 2-hand overhead pattern, sending it upward to a target. (S1.E23.5) |
| ***S1.E24*** **Manipulative**<br>*Striking, short implement* | Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K) | Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1) | Strikes an object upward with a short-handled implement, using consecutive hits. (S1.E24.2) | Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. (S1.E24.3a)<br><br>Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (S1.E24.3b) | Strikes an object with a short-handled implement while demonstrating a mature pattern. (S1.E24.4a)<br><br>Strikes an object with a short- handled implement, alternating hits with a partner over a low net or against a wall. (S1.E24.4b) | Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5) |


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| ***S1.E25*** **Manipulative**<br><br>*Striking, long implement* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | *Developmentally appropriate/emerging outcomes first appear in Grade 2.* | Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation. (S1.E25.2) | Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. *Note:* Use batting tee or ball tossed by teacher for batting. (S1.E25.3) | Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through). (S1.E25.4) | Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)<br><br>Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E25.5b) |
| ***S1.E26*** **Manipulative**<br><br>*In combination with locomotor* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | *Developmentally appropriate/emerging outcomes first appear in Grade 4.* | Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments. (S1.E26.4) | Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5) |

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| ***S1.E27*** **Manipulative**<br><br>*Jumping rope* | Executes a single jump with self-turned rope. (S1.E27.Ka)<br><br>Jumps a long rope with teacher-assisted turning. (S1.E27.Kb) | Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a)<br><br>Jumps a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b) | Jumps a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)<br><br>Jumps a long rope 5 times consecutively with student turners. (S1.E27.2b) | Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes. (S1.E27.3) | Creates a jump-rope routine with either a short or long rope. (S1.E27.4) | Creates a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5) |


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| ***Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*** | | | | | | |
| ***S2.E1*** **Movement concepts**<br>*Space* | Differentiates between movement in personal (self-space) & general space. (S2.E1.Ka)<br><br>Moves in personal space to a rhythm. (S2.E1.Kb) | Moves in self-space and general space in response to designated beats/ rhythms. (S2.E1.1) | Combines locomotor skills in general space to a rhythm. (S2.E1.2) | Recognizes the concept of open spaces in a movement context. (S2.E1.3) | Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (S2.E1.4a)<br><br>Applies the concept of closing spaces in small-sided practice tasks. (S2.E1.4b)<br><br>Dribbles in general space with changes in direction and speed. (S2.E1.4c) | Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5) |
| ***S2.E2*** **Movement concepts**<br>*Pathways, shapes, levels* | Travels in 3 different pathways. (S2.E2.K) | Travels demonstrating low, middle and high levels. (S2.E2.1a)<br><br>Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b) | Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.[2] (S2.E2.2) | Recognizes locomotor skills specific to a wide variety of physical activities. (S2.E2.3) | Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. (S2.E2.4) | Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5) |

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| ***S2.E3*** **Movement concepts**<br><br>*Speed, direction, force* | Travels in general space with different speeds. (S2.E3.K) | Differentiates between fast and slow speeds. (S2.E3.1a)<br><br>Differentiates between strong and light force. (S2.E3.1b) | Varies time and force with gradual increases and decreases. (S2.E3.2) | Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3) | Applies the movement concepts of speed, endurance and pacing for running. (S2.E3.4a)<br><br>Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (S2.E3.4b) | Applies movement concepts to strategy in game situations. (S2.E3.5a)<br><br>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)<br><br>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c) |
| ***S2.E4*** **Movement concepts**<br><br>*Alignment & muscular tension* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Employs the concept of alignment in gymnastics and dance. (S2.E4.3a)<br><br>Employs the concept of muscular tension with balance in gymnastics and dance. (S2.E4.3b) | Applies skill. | Applies skill. |


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| ***S2.E5*** **Movement concepts**<br><br>*Strategies & tactics* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Applies simple strategies & tactics in chasing activities. (S2.E5.3a)<br><br>Applies simple strategies in fleeing activities. (S2.E5.3b) | Applies simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a)<br><br>Applies simple defensive strategies/ tactics in chasing and fleeing activities. (S2.E5.4b)<br><br>Recognizes the types of kicks needed for different games and sports situations. (S2.E5.4c) | Applies basic offensive and defensive strategies/ tactics in invasion small-sided practice tasks. (S2.E5.5a)<br><br>Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks. (S2.E5.5b)<br><br>Recognizes the type of throw, volley or striking action needed for different games & sports situations. (S2.E5.5c) |

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| Standard 3 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| ***Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*** | | | | | | |
| ***S3.E1*** **Physical activity knowledge** | Identifies active-play opportunities outside physical education class. (S3.E1.K) | Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) | Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family). (S3.E1.2) | Charts participation in physical activities outside physical education class. (S3.E1.3a)<br><br>Identifies physical activity benefits as a way to become healthier. (S3.E1.3b) | Analyzes opportunities for participating in physical activity outside physical education class. (S3.E1.4) | Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) |
| ***S3.E2*** **Engages in physical activity** | Actively participates in physical education class. (S3.E2.K) | Actively engages in physical education class. (S3.E2.1) | Actively engages in physical education class in response to instruction and practice. (S3.E2.2) | Engages in the activities of physical education class without teacher prompting. (S3.E2.3) | Actively engages in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) | Actively engages in all the activities of physical education. (S3.E2.5) |
| ***S3.E3*** **Fitness knowledge** | Recognizes that when you move fast, your heart beats faster and you breathe faster.[3] (S3.E3.K) | Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1) | Uses own body as resistance (e.g., holds body in plank position, animal walks)[4] for developing strength. (S3.E3.2a)<br><br>Identifies physical activities that contribute to fitness. (S3.E3.2b) | Describes the concept of fitness and provides examples of physical activity to enhance fitness. (S3.E3.3) | Identifies the components of health-related fitness.[5] (S3.E3.4) | Differentiates between skill-related and health-related fitness.[6] (S3.E3.5) |
| ***S3.E4*** **Fitness knowledge** | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. (S3.E4.3) | Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment. (S3.E4.4) | Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.5) |


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| Standard 3 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| ***S3.E5*** **Assessment & program planning** | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Demonstrates, with teacher direction, the health-related fitness components. (S3.E5.3) | Completes fitness assessments (pre- & post-). (S3.E5.4a)<br><br>Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (S3.E5.4b) | Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. (S3.E5.5a)<br><br>Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b) |
| ***S3.E6*** **Nutrition** | Recognizes that food provides energy for physical activity. (S3.E6.K) | Differentiates between healthy and unhealthy foods. (S3.E6.1) | Recognizes the "good health balance" of good nutrition with physical activity. (S3.E6.2) | Identifies foods that are beneficial for before and after physical activity. (S3.E6.3) | Discusses the importance of hydration and hydration choices relative to physical activities. (S3.E6.4) | Analyzes the impact of food choices relative to physical activity, youth sports & personal health. (S3.E6.5) |

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| Standard 4 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| ***Exhibits responsible personal and social behavior that respects self and others.*** | | | | | | |
| ***S4.E1*** **Personal responsibility** | Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) | Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) | Practices skills with minimal teacher prompting. (S4.E1.2) | Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) | Exhibits responsible behavior in independent group situations. (S4.E1.4) | Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) |
| ***S4.E2*** **Personal responsibility** | Acknowledges responsibility for behavior when prompted. (S4.E2.K) | Follows the rules & parameters of the learning environment. (S4.E2.1) | Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) | Works independently for extended periods of time. (S4.E2.3) | Reflects on personal social behavior in physical activity. (S4.E2.4) | Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)<br><br>Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) |
| ***S4.E3*** **Accepting feedback** | Follows instruction/ directions when prompted. (S4.E3.K) | Responds appropriately to general feedback from the teacher. (S4.E3.1) | Accepts specific corrective feedback from the teacher. (S4.E3.2) | Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) | Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) | Gives corrective feedback respectfully to peers. (S4.E3.5) |


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| Standard 4 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| ***S4.E4*** **Working with others** | Shares equipment and space with others. (S4.E4.K) | Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1) | Works independently with others in partner environments. (S4.E4.2) | Works cooperatively with others. (S4.E4.3a)<br><br>Praises others for their success in movement performance. (S4.E4.3b) | Praises the movement performance of others both more- and less-skilled. (S4.E4.4a)<br><br>Accepts players of all skill levels into the physical activity. (S4.E4.4b) | Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5) |
| ***S4.E5*** **Rules & etiquette** | Recognizes the established protocol for class activities. (S4.E5.K) | Exhibits the established protocols for class activities. (S4.E5.1) | Recognizes the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2) | Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3) | Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) | Critiques the etiquette involved in rules of various game activities. (S4.E5.5) |
| ***S4.E6*** **Safety** | Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K) | Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1) | Works independently and safely in physical education. (S4.E6.2a)<br><br>Works safely with physical education equipment. (S4.E6.2b) | Works independently and safely in physical activity settings. (S4.E6.3) | Works safely with peers and equipment in physical activity settings. (S4.E6.4) | Applies safety principles with age-appropriate physical activities. (S4.E6.5) |

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| Standard 5 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| ***Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.*** | | | | | | |
| ***S5.E1*** **Health** | Recognizes that physical activity is important for good health. (S5.E1.K) | Identifies physical activity as a component of good health. (S5.E1.1) | Recognizes the value of "good health balance." (Refer to S3.E6.2) | Discusses the relationship between physical activity and good health. (S5.E1.3) | Examines the health benefits of participating in physical activity. (S5.E1.4) | Compares the health benefits of participating in selected physical activities. (S5.E1.5) |
| ***S5.E2*** **Challenge** | Acknowledges that some physical activities are challenging/ difficult. (S5.E2.K) | Recognizes that challenge in physical activities can lead to success. (S5.E2.1) | Compares physical activities that bring confidence and challenge. (S5.E2.2) | Discusses the challenge that comes from learning a new physical activity. (S5.E2.3) | Rates the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4) | Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5) |
| ***S5.E3*** **Self-expression & enjoyment** | Identifies physical activities that are enjoyable.[7] (S5.E3.Ka)<br><br>Discusses the enjoyment of playing with friends. (S5.E3.Kb) | Describes positive feelings that result from participating in physical activities. (S5.E3.1a)<br><br>Discusses personal reasons (i.e., the "why") for enjoying physical activities. (S5.E3.1b) | Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment). (S5.E3.2) | Reflects on the reasons for enjoying selected physical activities. (S5.E3.3) | Ranks the enjoyment of participating in different physical activities. (S5.E3.4) | Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5) |
| ***S5.E4*** **Social interaction** | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | *Developmentally appropriate/emerging outcomes first appear in Grade 3.* | Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3) | Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities. (S5.E4.4) | Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5) |


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## Middle School Outcomes (Grades 6 – 8)

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. **Note:** Swimming skills and water-safety activities should be taught if facilities permit.

| Standard 1 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***Demonstrates competency in a variety of motor skills and movement patterns.*** | | | |
| ***S1.M1***<br>**Dance & rhythms** | Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6) | Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7) | Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8) |
| ***S1.M2***<br>**Games & sports**<br>**Invasion & field games**<br>*Throwing* | 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). (S1.M2.6) | Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7) | Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8) |
| ***S1.M3***<br>*Catching* | Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) | Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7) | Catches using an implement in a dynamic environment or modified game play. (S1.M3.8) |
| ***S1.M4***<br>**Games & sports**<br>**Invasion games**<br>*Passing & receiving* | 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. (S1.M4.6) | Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball. (S1.M4.7) | Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8) |

***Note:*** For operational definitions and examples of activity types, see end of middle school section (p. 32).

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| Standard 1 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S1.M5***<br>**Games & sports**<br>**Invasion games**<br>*Passing & receiving* | Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6) | Throws, while moving, a leading pass to a moving receiver. (S1.M5.7) | Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8) |
| ***S1.M6***<br>**Games & sports**<br>**Invasion games**<br>*Offensive skills* | Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6) | Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7) | Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8) |
| ***S1.M7***<br>**Games & sports**<br>**Invasion games**<br>*Offensive skills* | Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. (S1.M7.6) | Performs the following offensive skills with defensive pressure: pivot, give & go, and fakes. (S1.M7.7) | Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes. (S1.M7.8) |
| ***S1.M8***<br>**Games & sports**<br>**Invasion games**<br>*Dribbling/ball control* | Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6) | Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. (S1.M8.7) | Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. (S1.M8.8) |
| ***S1.M9***<br>**Games & sports**<br>**Invasion games**<br>*Dribbling/ball control* | Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6) | Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. (S1.M9.7) | Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8) |
| ***S1.M10***<br>**Games & sports**<br>**Invasion games**<br>*Shooting on goal* | Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6) | Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7) | Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8) |
| ***S1.M11***<br>**Games & sports**<br>**Invasion games**<br>*Defensive skills* | Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6) | Slides in all directions while on defense without crossing feet. (S1.M11.7) | Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8) |
| ***S1.M12***<br>**Games & sports**<br>**Net/wall games**<br>*Serving* | Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6) | Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7) | Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8) |


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| Standard 1 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S1.M13***<br>**Games & sports**<br>**Net/wall games**<br><br>*Striking* | Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6) | Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7) | Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8) |
| ***S1.M14***<br>**Games & sports**<br>**Net/wall games**<br><br>*Forehand & backhand* | Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6) | Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7) | Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8) |
| ***S1.M15***<br>**Games & sports**<br>**Net/wall games**<br><br>*Weight transfer* | Transfers weight with correct timing for the striking pattern. (S1.M15.6) | Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. (S1.M15.7) | Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides. (S1.M15.8) |
| ***S1.M16***<br>**Games & sports**<br>**Net/wall games**<br><br>*Volley* | Forehand-volleys with a mature form and control using a short-handled implement. (S1.M16.6) | Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7) | Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play. (S1.M16.8) |
| ***S1.M17***<br>**Games & sports**<br>**Net/wall games**<br><br>*Two-hand volley* | Two-hand-volleys with control in a variety of practice tasks. (S1.M17.6) | Two-hand-volleys with control in a dynamic environment. (S1.M17.7) | Two-hand-volleys with control in a small-sided game. (S1.M17.8) |
| ***S1.M18***<br>**Games & sports**<br>**Target games**<br><br>*Throwing* | Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6) | Executes consistently (70% of the time) a mature pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7) | Performs consistently (70% of the time) a mature pattern with accuracy and control for one target game such as bowling or bocce. (S1.M18.8) |
| ***S1.M19***<br>**Games & sports**<br>**Target games**<br><br>*Striking* | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. (S1.M19.6) | Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. (S1.M19.7) | Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1.M19.8) |

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| Standard 1 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S1.M20***<br>**Games & sports**<br>**Fielding/striking games**<br><br>*Throwing* | Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6) | Strikes a pitched ball with an implement to open space in a variety of practice tasks. (S1.M20.7) | Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8) |
| ***S1.M21***<br>**Games & sports**<br>**Fielding/striking games**<br><br>*Catching* | Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks. (S1.M21.6) | Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. (S1.M21.7) | Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8) |
| ***S1.M22***<br>**Outdoor pursuits**<br>*(See end of section for examples)* | Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6) | Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity. (S1.M22.7) | Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities. (S1.M22.8) |
| ***S1.M23***<br>**Aquatics** | Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. | | |
| ***S1.M24***<br>**Individual-performance activities**<br>*(See end of section for examples)* | Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6) | Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity. (S1.M24.7) | Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities. (S1.M24.8) |


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| Standard 2 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*** | | | |
| ***S2.M1***<br>**Games & sports**[8]<br>**Invasion games**<br><br>*Creating space with movement* | Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6) | Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7) | Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8) |
| ***S2.M2***<br>**Games & sports**<br>**Invasion games**<br><br>*Creating space with offensive tactics* | Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. (S2.M2.6) | Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go. (S2.M2.7) | 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. (S2.M2.8) |
| ***S2.M3***<br>**Games & sports**<br>**Invasion games**<br><br>*Creating space using width & length* | Creates open space by using the width and length of the field/court on offense. (S2.M3.6) | Creates open space by staying spread on offense, and cutting and passing quickly. (S2.M3.7) | Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8) |
| ***S2.M4***<br>**Games & sports**<br>**Invasion games**<br><br>*Reducing space by changing size & shape* | Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6) | Reduces open space on defense by staying close to the opponent as he/she nears the goal. (S2.M4.7) | Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). (S2.M4.8) |
| ***S2.M5***<br>**Games & sports**<br>**Invasion games**<br><br>*Reducing space using denial* | Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. (S2.M5.6) | Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.7) | Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8) |
| ***S2.M6***<br>**Games & sports**<br>**Invasion games**<br><br>*Transitions* | Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6) | Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7) | Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8) |

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| Standard 2 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S2.M7***<br>**Games & sports**<br>**Net/wall games**<br><br>*Creating space through variation* | Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6) | Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7) | Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8) |
| ***S2.M8***<br>**Games & sports**<br>**Net/wall games**<br><br>*Using tactics & shots* | Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6) | Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7) | Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8) |
| ***S2.M9***<br>**Games & sports**<br>**Target games**<br><br>*Shot selection* | Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6) | Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. (S2.M9.7) | Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. (S2.M9.8) |
| ***S2.M10***<br>**Games & sports**<br>**Fielding/striking games**<br><br>*Offensive strategies* | Identifies open spaces and attempts to strike object into that space. (S2.M10.6) | Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space. (S2.M10.7) | Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8) |
| ***S2.M11***<br>**Games & sports**<br>**Fielding/striking games**<br><br>*Reducing space* | Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6) | Selects the correct defensive play based on the situation (e.g., number of outs). (S2.M11.7) | Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8) |
| ***S2.M12***<br>**Individual-performance activities, dance & rhythms**<br><br>*Movement concepts* | Varies application of force during dance or gymnastic activities. (S2.M12.6) | Identifies and applies Newton's laws of motion to various dance or movement activities. (S2.M12.7) | Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8) |
| ***S2.M13***<br>**Outdoor pursuits**<br><br>*Movement concepts* | Makes appropriate decisions *based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.* (S2.M13.6) | *Analyzes the situation and makes adjustments* to ensure the safety of self and others. (S2.M13.7) | *Implements safe protocols* in self-selected outdoor activities. (S2.M13.8) |


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| Standard 3 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*** | | | |
| ***S3.M1***<br>**Physical activity knowledge** | Is able to identify 3 influences on physical activity (e.g., school, family & peers; community & built environment; policy). (S3.M1.6) | Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7) | Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle. (S3.M1.8) |
| ***S3.M2***<br>**Engages in physical activity** | Participates in self-selected physical activity outside of physical education class. (S3.M2.6) | Participates in a physical activity 2 times a week outside of physical education class. (S3.M2.7) | Participates in physical activity 3 times a week outside of physical education class. (S3.M2.8) |
| ***S3.M3***<br>**Engages in physical activity** | Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance. (S3.M3.6) | Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training and light free-weight training. (S3.M3.7) | Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8) |
| ***S3.M4***<br>**Engages in physical activity** | Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®. (S3.M4.6) | Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. (S3.M4.7) | Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8) |
| ***S3.M5***<br>**Engages in physical activity** | Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. (S3.M5.6) | Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. (S3.M5.7) | Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8) |
| ***S3.M6***<br>**Engages in physical activity** | Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) | Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. (S3.M6.7) | Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8) |
| ***S3.M7***<br>**Fitness knowledge** | Identifies the components of skill-related fitness. (S3.M7.6) | Distinguishes between health-related and skill-related fitness.[9] (S3.M7.7) | Compares and contrasts health-related fitness components.[10] (S3.M7.8) |
| ***S3.M8***<br>**Fitness knowledge** | Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6) | Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.7) | Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8) |

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| Standard 3 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S3.M9*** **Fitness knowledge** | Employs correct techniques and methods of stretching.[11] (S3.M9.6) | Describes and demonstrates the difference between dynamic and static stretches.[12] (S3.M9.7) | Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8) |
| ***S3.M10*** **Fitness knowledge** | Differentiates between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6) | Describes the role of exercise and nutrition in weight management. (S3.M10.7) | Describes the role of flexibility in injury prevention. (S3.M10.8) |
| ***S3.M11*** **Fitness knowledge** | Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility). (S3.M11.6) | Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.[13] (S3.M11.7) | Uses the overload principle (FITT formula) in preparing a personal workout.[14] (S3.M11.8) |
| ***S3.M12*** **Fitness knowledge** | Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6) | Designs a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.7) | Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. (S3.M12.8) |
| ***S3.M13*** **Fitness knowledge** | Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.[15] (S3.M13.6) | Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7) | Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8) |
| ***S3.M14*** **Fitness knowledge** | Identifies major muscles used in selected physical activities.[16] (S3.M14.6) | Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.[17] (S3.M14.7) | Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.[18] (S3.M14.8) |
| ***S3.M15*** **Assessment & program planning** | Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. (S3.M15.6) | Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. (S3.M15.7) | Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. (S3.M15.8) |
| ***S3.M16*** **Assessment & program planning** | Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6) | Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. (S3.M16.7) | Designs and implements a program to improve levels of health-related fitness and nutrition. (S3.M16.8) |


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| Standard 3 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***S3.M17*** **Nutrition** | Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.[19] (S3.M17.6) | Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.[20] (S3.M17.7) | Describes the relationship between poor nutrition and health risk factors.[21] (S3.M17.8) |
| ***S3.M18*** **Stress management** | Identifies positive and negative results of stress and appropriate ways of dealing with each.[22] (S3.M18.6) | Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.[23] (S3.M18.7) | Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi. (S3.M18.8) |

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| Standard 4 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***Exhibits responsible personal and social behavior that respects self and others.*** | | | |
| ***S4.M1***<br>**Personal responsibility** | Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6) | Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7) | Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8) |
| ***S4.M2***<br>**Personal responsibility** | Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (S4.M2.6) | Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (S4.M2.7) | Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8) |
| ***S4.M3***<br>**Accepting feedback** | Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6) | Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7) | Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8) |
| ***S4.M4***<br>**Working with others** | Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6) | Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7) | Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8) |
| ***S4.M5***<br>**Working with others** | Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6) | Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7) | Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8) |
| ***S4.M6***<br>**Rules & etiquette** | Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6) | Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7) | Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8) |
| ***S4.M7***<br>**Safety** | Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance.* (S1.M7.6) | *Independently* uses physical activity and exercise equipment appropriately and safely. (S1.M7.7) | Independently uses physical activity and fitness equipment appropriately, and *identifies specific safety concerns* associated with the activity. (S1.M7.8) |


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| Standard 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|
| ***Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.*** | | | |
| ***S5.M1***<br>**Health** | Describes how being physically active leads to a healthy body. (S5.M1.6) | Identifies different types of physical activities and describes how each exerts a positive effect on health. (S5.M1.7) | Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health. (S5.M1.8) |
| ***S5.M2***<br>**Health** | Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6) | Identifies positive mental and emotional aspects of participating in a variety of physical activities. (S5.M2.7) | Analyzes the empowering consequences of being physical active. (S5.M2.8) |
| ***S5.M3***<br>**Challenge** | Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6) | Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7) | Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8) |
| ***S5.M4***<br>**Self-expression & enjoyment** | Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) | Identifies why self-selected physical activities create enjoyment. (S5.M4.7) | Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8) |
| ***S5.M5***<br>**Self-expression & enjoyment** | Identifies how self-expression and physical activity are related. (S5.M5.6) | Explains the relationship between self-expression and lifelong enjoyment through physical activity. (S5.M5.7) | Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8) |
| ***S5.M6***<br>**Social interaction** | Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6) | Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7) | Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8) |

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## Operational Definition of Activity Categories

**Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

**Dance & Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games & Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games.
***Note:*** Invasion and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.


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## High School Outcomes (Grades 9 – 12)

By the end of high school, the learner will be college/career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

***Note:*** High school outcomes have been organized into two levels. **Level 1** indicates the minimum knowledge and skills that students must attain to be college/career-ready. **Level 2** allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness.

**Note:** Swimming skills and water-safety activities should be taught of facilities permit.

| Standard 1 | Level 1 | Level 2 |
|---|---|---|
| ***Demonstrates competency in a variety of motor skills and movement patterns.*** | | |
| ***S1.H1***<br>**Lifetime activities** | 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).[24] (S1.H1.L1) | Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).[25] (S1.H1.L2) |
| ***S1.H2***<br>**Dance & rhythms** | Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1) | Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2) |
| ***S1.H3***<br>**Fitness activities** | Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) | Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2) |

***Note:*** For operational definitions and examples of activity types, see end of high school section (p. 39).

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| Standard 2 | Level 1 | Level 2 |
|---|---|---|
| ***Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.*** | | |
| ***S2.H1*** **Movement concepts, principles & knowledge** | 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. (S2.H1.L1) | Identifies and discusses the historical and cultural roles of games, sports and dance in a society.[26] (S2.H1.L2) |
| ***S2.H2*** **Movement concepts, principles & knowledge** | Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.[27] (S2.H2.L1) | Describes the speed/accuracy trade-off in throwing and striking skills.[28] (S2.H2.L2) |
| ***S2.H3*** **Movement concepts, principles & knowledge** | Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) | Identifies the stages of learning a motor skill. (S2.H3.L2) |
| ***S2.H4*** **Movement concepts, principles & knowledge** | Identifies examples of social and technical dance forms. (S2.H4.L1) | Compares similarities and differences in various dance forms. (S2.H4.L2) |


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| Standard 3 | Level 1 | Level 2 |
|---|---|---|
| ***Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.*** | | |
| ***S3.H1*** **Physical activity knowledge** | Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) | Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2) |
| ***S3.H2*** **Physical activity knowledge** | Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.[29] (S3.H2.L1) | Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.[30] (S3.H2.L2) |
| ***S3.H3*** **Physical activity knowledge** | Identifies issues associated with exercising in heat, humidity and cold.[31] (S3.H3.L1) | Applies rates of perceived exertion and pacing.[32] (S3.H3.L2) |
| ***S3.H4*** **Physical activity knowledge** | Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment.[33] (S3.H4.L1) | *If the outcome was not achieved in Level 1, it should be a focus in Level 2.* |
| ***S3.H5*** **Physical activity knowledge** | Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.[34] (S3.H5.L1) | Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2) |
| ***S3.H6*** **Engages in physical activity** | Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) | Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).[35] (S3.H6.L2) |
| ***S3.H7*** **Fitness knowledge** | Demonstrate appropriate technique in resistance-training machines and free weights.[36] (S3.H7.L1) | Designs and implements a strength & conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.[37] (S3.H7.L2) |
| ***S3.H8*** **Fitness knowledge** | Relates physiological responses to individual levels of fitness and nutritional balance.[38] (S3.H8.L1) | Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).[39] (S3.H8.L2) |
| ***S3.H9*** **Fitness knowledge** | 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 of motion).[40] (S3.H9.L1) | Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.[41] (S3.H9.L2) |

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| Standard 3 | Level 1 | Level 2 |
|---|---|---|
| ***S3.H10***<br>**Fitness knowledge** | Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1) | Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self- monitor aerobic intensity. (S3.H10.L2)[42] |
| ***S3.H11***<br>**Assessment & program planning** | Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1) | Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).[43] (S3.H11.L2) |
| ***S3.H12***<br>**Assessment & program planning** | Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1) | Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.[44] (S3.H12.L2) |
| ***S3.H13***<br>**Nutrition** | Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1) | Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2) |
| ***S3.H14***<br>**Stress management** | Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.[45] (S3.H14.L1) | Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.[46] (S3.H14.L2) |


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| Standard 4 | Level 1 | Level 2 |
|---|---|---|
| ***Exhibits responsible personal and social behavior that respects self and others.*** | | |
| ***S4.H1***<br>**Personal responsibility** | Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.[47] (S4.H1.L1) | Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.[48] (S4.H1.L2) |
| ***S4.H2***<br>**Rules & etiquette** | Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1) | Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).[49] (S4.H2.L2) |
| ***S4.H3***<br>**Working with others** | Uses communication skills and strategies that promote team/group dynamics.[50] (S4.H3.L1) | Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2) |
| ***S4.H4***<br>**Working with others** | Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) | Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) |
| ***S4.H5***<br>**Safety** | Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) | *If the outcome was not achieved in Level 1, it should be a focus in Level 2.* |

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| Standard 5 | Level 1 | Level 2 |
|---|---|---|
| ***Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.*** | | |
| ***S5.H1***<br>**Health** | Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) | *If the outcome was not achieved in Level 1, it should be a focus in Level 2.* |
| ***S5.H2***<br>**Challenge** | *Challenge is a focus in Level 2.* | Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.[51] (S5.H2.L2) |
| ***S5.H3***<br>**Self-expression & enjoyment** | Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) | Identifies the uniqueness of creative dance as a means of self-expression. (S5.H3.L2) |
| ***S5.H4***<br>**Social interaction** | Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1) | Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.[52] (S5.H4.L2) |


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## Operational Definition of Activity Categories

**Outdoor Pursuits:** The outdoor environment is an important factor in student engagement in the activity. Activities might include, but are not limited to recreational boating (e.g., kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow or water skiing, snowboarding, snowshoeing, surfing, bouldering/traversing/climbing, mountain biking, adventure activities and ropes courses. Selection of activities depends on the environmental opportunities within the geographical region.

**Fitness Activities:** Activities with a focus on improving or maintaining fitness and might include, but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, fitness swimming, kickboxing, cardio-kick, Zumba and exergaming.

**Dance & Rhythmic Activities:** Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Aquatics:** Might include, but are not limited to swimming, diving, synchronized swimming and water polo.

**Individual Performance Activities:** Might include, but are not limited to gymnastics, figure skating, track & field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding.

**Games & Sports:** Includes the games categories of invasion, net/wall, target and fielding/striking.

**Lifetime Activities:** Includes the categories of outdoor pursuits, selected individual performance activities, aquatics and net/wall and target games. *Note:* Invasion and fielding/striking games have been excluded from the secondary outcomes because these activities require team participation and are less suited to lifelong participation.

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15 Ibid., p. 14.

16 Ibid., p. 13.

17 Ibid.

18 Ibid.

19 Ibid., p. 42.

20 Ibid., p. 45.

21 Ibid., p. 40.

22 Ibid., p. 35.




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[30] NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document].* Reston, VA: Author. (p. 20).

[31] Ibid., p. 9.

[32] Ibid., p. 5.

[33] NASPE. (1992). *Outcomes of quality physical education programs.* Reston, VA: Author. (p.15).

[34] Ibid.

[35] NASPE. (2012). *Instructional framework for fitness education in physical education [Guidance Document].* Reston, VA: Author. (p.27).

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[50] Ibid.

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[52] Ibid.


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# Michigan
# Kindergarten - Science
# Year at a Glance

***Optional Flex Weeks** are integrated throughout the year in case of inclement weather, scheduled days off, etc. Flex Weeks may also be used to extend exploration in science or social studies.*

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| **Weeks 1-2: Focus on Laying the Foundation for a Positive Classroom Culture** | | | | |
| Culture | 1-2 | | *The instruction this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on classroom safety.* | |
| **Weeks 3-4 Social Studies** | | | | |
| Science | 5-6 | 1 | **K.ETS1.1** | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| **Weeks 7-11 Social Studies** | | | | |
| **Week 12: Flex Week** | | | | |
| Science | 13-16 | 2 | **K.ESS2.1**<br>**K.ESS3.2**<br>**K.PS3.1**<br>**K.PS3.2**<br>**K.ETS1.2** | Use and share observations of local weather conditions to describe patterns over time.<br>Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to, severe weather.<br>Make observations to determine the effect of sunlight on Earth's surface.<br>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.<br>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. |
| **Weeks 17-20 Social Studies** | | | | |
| **Week 21: Flex Week** | | | | |
| Science | 22-25 | 3 | **K.PS2.1** | Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. |
| | | | **K.PS2.2** | Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. |
| | | | **K.ETS1.3** | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. |
| **Weeks 26-30 Social Studies** | | | | |

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| Science | 31-35 | 4 | **K.LS1.1** | Use observations to describe patterns of what plants and animals (including humans) need to survive. |
| | | | **K.ESS3.1** | Use models to represent the relationship between the needs of different plants or animals (including humans) and the places they live. |
| | | | **K.ESS2.2** | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. |
| | | | **K.ESS3.3** | Communicate solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment. |
| **Week 36: Flex Week** | | | | |

# Michigan
# First Grade - Science
# Year at a Glance

***Optional Flex Weeks** are integrated throughout the year in case of inclement weather, scheduled days off, etc. Flex Weeks may also be used to extend exploration in science or social studies.*

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| **Weeks 1-2: Focus on Laying the Foundation for a Positive Classroom Culture** | | | | |
| Culture | 1-2 | | *The instruction this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on classroom safety.* | |
| **Weeks 3-6 Social Studies** | | | | |
| Science | 7-8 | 1 | **1.ETS1.1** | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| | | | **1.ETS1.2** | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |
| **Weeks 9-12 Social Studies** | | | | |
| **Week 13: Flex Week** | | | | |
| Science | 14-17 | 2 | **1.PS4.1** | Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |
| | | | **1.PS4.2** | Make observations to construct an evidence-based account that objects can be seen only when illuminated. |
| | | | **1.PS4.3** | Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. |
| | | | **1.PS4.4** | Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. |
| | | | **1.ETS1.3** | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. |
| **Weeks 18-21 Social Studies** | | | | |
| **Week 22: Flex Week** | | | | |
| Science | 23-27 | 3 | **1.ESS1.1** | Use observations of the sun, moon, and stars to describe patterns that can be predicted. |
| | | | **1.ESS1.2** | Make observations at different times of year to relate the amount of daylight to the time of year. |
| **Weeks 28-32 Social Studies** | | | | |

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| Science | 33-35 | 4 | **1.LS1.1** | Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
| | | | **1.LS1.2** | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. |
| | | | **1.LS3.1** | Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. |
| **Week 36: Flex Week** | | | | |

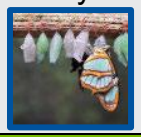
# Michigan
# Second Grade - Science
# Year at a Glance

****Optional Flex Weeks** are integrated throughout the year in case of inclement weather, scheduled days off, etc. Flex Weeks may also be used to extend exploration in science or social studies.*

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| **Weeks 1-2: Focus on Laying the Foundation for a Positive Classroom Culture** | | | | |
| Culture | 1-2 | | *The instruction this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on classroom safety.* | |
| **Weeks 3-5 Social Studies** | | | | |
| Science | 6-7 | 1 | **2.ETS1.1** | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| | | | **2.PS1.3** | Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. |
| **Weeks 8-11 Social Studies** | | | | |
| Science | 12-15 | 2 | **2.PS1.1** | Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. |
| | | | **2.PS1.2** | Analyze data obtained from testing different materials to determine which materials have the properties best suited for an intended purpose. |
| | | | **2.PS1.4** | Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. |
| **Week 16: Flex Week** | | | | |
| **Weeks 17-20 Social Studies** | | | | |
| Science | 21-24 | 3 | **2.ESS1.1** | Use information from several sources to provide evidence that Earth events can occur quickly or slowly. |
| | | | **2.ESS2.1** | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. |
| | | | **2.ESS2.2** | Develop a model to represent the shapes and kinds of land and bodies of water in an area. |
| | | | **2.ESS2.3** | Obtain information to identify where water is found on Earth and that it can be solid or liquid. |
| **Weeks 25-28 Social Studies** | | | | |

| Content | Weeks | Unit | Standard(s) | |
|---|---|---|---|---|
| Science | 29-35 | 4 | **2.LS2.1** | Plan and conduct an investigation to determine if plants need sunlight and water to grow. |
| | | | **2.LS2.2** | Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. |
| | | | **2.LS4.1** | Make observations of plants and animals to compare the diversity of life in different habitats. |
| | | | **2.ETS1.2** | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |
| **Week 36: Flex Week** | | | | |

# THIRD GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| Culture and Science Safety | 1 | *The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.* | | | |
| Using Magnetic Forces | 2-4 | Objects and Motion | **SCI.MI3.PS2.1** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | Planning and Carrying Out Investigations | Cause and Effect |
| | | | **SCI.MI3.PS2.2** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. | Planning and Carrying Out Investigations | Patterns |
| | 4-6 | Electric and Magnetic Force | **SCI.MI3.PS2.3** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. | Asking Questions and Defining Problems | Cause and Effect |
| | | | **SCI.MI3.PS2.4** Define a simple design problem that can be solved by applying scientific ideas about magnets. | Asking Questions and Defining Problems | Cause and Effect |
| Animal Development and Survival | 7-8 | Life Cycles  | **SCI.MI3.LS1.1** Develop models to describe the organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. | Developing and Using Models | Patterns |
| **Week 9 – Interim 1** | | | | | |

*[1]To learn more information about the Science and Engineering Practices or Crosscutting Concepts, CTRL + Click on the direct link for a video explaining each practice.*

# THIRD GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Animal Development and Survival *(cont.)* | 10-11 | Social and Group Behavior | **SCI.MI3.LS2.1** Construct an argument that some animals form groups that help members survive. | Engaging in Argument from Evidence | Cause and Effect |
| Environments and the Traits of Organisms | 12-13 | Inheritance and Variation of Traits | **SCI.MI3.LS3.1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. | Analyzing and Interpreting Data | Patterns |
| | 14-15 | Environmental Traits | **SCI.MI3.LS3.2** Use evidence to support the explanation that traits can be influenced by the environment. | Constructing Explanations and Designing Solutions | Cause and Effect |
| | 16-17 | Adaptations | **SCI.MI3.LS4.3** Construct and argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. | Engaging in Argument from Evidence | Cause and Effect |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| **Week 18 – Interim 2** | | | | | |

# THIRD GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectations | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Environments and the Traits of Organisms *(cont.)* | 19-20 | Environmental Changes and Effects | **SCI.MI3.LS4.4** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. | Engaging in Argument from Evidence | Systems and System Models |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| Organisms Change Over Time | 21-22 | Plant and Animal Extinction | **SCI.MI3.LS4.1** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. | Analyzing and Interpreting Data | Scale, Proportion, and Quantity |
| | 23-24 | Fossils | **SCI.MI3.LS4.1** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. | Analyzing and Interpreting Data | Scale, Proportion, and Quantity |
| | 25-26 | Survival of the Fittest | **SCI.MI3.LS4.2** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. | Constructing Explanations and Designing Solutions | Cause and Effect |
| **Week 27 – Interim 3** | | | | | |

# THIRD GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

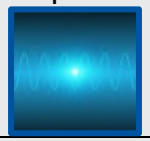
| Unit | Week(s) | Scope | Performance Expectations | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Dealing with Hazardous Weather Worldwide | 28-29 | Weather and Climate | **SCI.MI3.ESS2.1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. | Analyzing and Interpreting Data | Patterns |
| | | | **SCI.MI3.ESS2.2** Obtain and combine information to describe climates in different regions of the world. | Obtaining, Evaluating, and Communicating Information | Patterns |
| | 30-31 | Processes and Impacts of Natural Hazards | **SCI.MI3.ESS3.1** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. | Engaging in Argument from Evidence | Cause and Effect |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| | | | **SCI.MI3.5.ETS1.3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | Planning and Carrying Out Investigations | |
| Engineering Design Projects | 32-35 | *In Progress – Check for Updates in February 2021!* | | | |
| **Week 36 – Interim 4** | | | | | |

# FOURTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| Culture and Science Safety | 1 | *The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.* | | | |
| Using Energy Transformations | 2-3 | Energy Transfer and Electric Currents | **SCI.MI4.PS3.2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. | Planning and Carrying Out Investigations | Energy and Matter |
| | | | **SCI.MI4.PS3.4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. | Constructing Explanations and Designing Solutions | Energy and Matter |
| | 4-5 | Transfer of Energy in Collision | **SCI.MI4.PS3.2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. | Planning and Carrying Out Investigations | Energy and Matter |
| | | | **SCI.MI4.PS3.3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. | Asking Questions and Defining Problems | Energy and Matter |
| | 5-6 | Energy and Speed | **SCI.MI4.PS3.1** Use evidence to construct and explanation relating the speed of an object to the energy of that object. | Constructing Explanations and Designing Solutions | Energy and Matter |
| | 7-8 | Using Stored Energy | **SCI.MI4.PS3.4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. | Constructing Explanations and Designing Solutions | Energy and Matter |
| **Week 9 – Interim 1** | | | | | |

[1]*To learn more information about the Science and Engineering Practices or Crosscutting Concepts, CTRL + Click on the direct link for a video explaining each practice.*

# FOURTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Communicating Using Wave Energy | 10 | Motion of Waves | **SCI.MI4.PS4.1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. | Developing and Using Models | Patterns |
| | 11-12 | Wavelength and Amplitude  | **SCI.MI4.PS4.1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. | Developing and Using Models | Patterns |
| | 13-15 | Light Reflection | **SCI.MI4.PS4.2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. | Developing and Using Models | Cause and Effect |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | 15-17 | Information Technologies | **SCI.MI4.PS4.3** Generate and compare multiple solutions that use patterns to transfer information. | Constructing Explanations and Designing Solutions | Patterns |
| **Week 18 – Interim 2** | | | | | |

# FOURTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

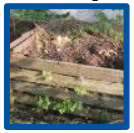
| Unit | Week(s) | Scope | Performance Expectations | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Organism Structures and Behavior | 19-21 | Plant and Animal Parts | **SCI.MI4.LS1.1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. | Engaging in Argument from Evidence | Systems and System Models |
| | 21-22 | Sense Receptors | **SCI.MI4.LS1.2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. | Developing and Using Models | Systems and System Models |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| Changes Over Time to Earth's Surface and Resources | 23-24 | Rock Patterns | **SCI.MI4.ESS1.1** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. | Constructing Explanations and Designing Solutions | Patterns |
| | 25-27 | Changing Land | **SCI.MI4.ESS2.1** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. | Planning and Carrying Out Investigations | Cause and Effect |
| **Week 28 – Interim 3** | | | | | |

# FOURTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectations | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Changes Over Time to Earth's Surface and Resources *(cont.)* | 29-30 | Plate Tectonics | **SCI.MI4.ESS2.2** Analyze and interpret data from maps to describe patterns of Earth's features. | Analyzing and Interpreting Data | Patterns |
| | 31-33 | Natural Processes | **SCI.MI4.ESS3.2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. | Constructing Explanations and Designing Solutions | Cause and Effect |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| | | | **SCI.MI3.5.ETS1.3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | Planning and Carrying Out Investigations | |

| | | | | | |
|---|---|---|---|---|---|
| Changes Over Time to Earth's Surface and Resources *(cont.)* | 34-35 | Renewable and Non-Renewable Resources | **SCI.MI4.ESS3.1** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. | Obtaining, Evaluating, and Communicating Information | Cause and Effect |
| **Week 36 – Interim 4** | | | | | |

# FIFTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| Culture and Science Safety | 1 | *The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.* | | | |
| Matter and Energy Flow in an Ecosystem | 2-3 | Energy Transfer | **SCI.MI5.PS3.1** Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. | Developing and Using Models | Energy and Matter |
| | 3-4 | Matter and Energy in Plants | **SCI.MI5.LS1.1** Support an argument that plants get the materials they need for growth chiefly from air and water. | Engaging in Argument from Evidence | Energy and Matter |
| | 4-7 | Food Webs[2] Matter Cycles  | **SCI.MI5.LS2.1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | Developing and Using Models | Systems and System Models |

[1]*To learn more information about the Science and Engineering Practices or Crosscutting Concepts, CTRL + Click on the direct link for a video explaining each practice.*

[2]*The scopes Food Webs and Matter Cycles have been merged during weeks 4-7.*

| | | | | | |
|---|---|---|---|---|---|
| Matter and Energy Flow in an Ecosystem *(cont)* | 7-9 | Ecosystems Earth's Systems Interactions[2] | **SCI.MI5.LS2.1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | Developing and Using Models | Systems and System Models |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| | | | **SCI.MI5.ESS2.1** Develop a model using an example to describe ways the ~~geosphere~~, biosphere, hydrosphere, ~~and/or atmosphere~~ interact. | Developing and Using Models | Systems and System Models |
| **Week 10 – Interim 1** | | | | | |

*[3]The scope Earth's Systems Interactions has been merged with the scope Ecosystems during weeks 7-9. The content of standard SCI.MI5.ESS2.1 will be partially taught during these weeks and the remaining content will be taught during weeks 25-27.*

# FIFTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Interactions in Matter | 11-12 | Matter is Everywhere | **SCI.MI5.PS1.1** Develop a model to describe that matter is made of particles too small to be seen. | Developing and Using Models | Scale, Proportion, and Quantity |
| | | | **SCI.MI3.5.ETS1.3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. | Planning and Carrying Out Investigations | |
| | 13-14 | Properties of Matter | **SCI.MI5.PS1.3** Make observations and measurements to identify materials based on their properties. | Planning and Carrying Out Investigations | Scale, Proportion, and Quantity |
| | 15-16 | Changes to Matter | **SCI.MI5.PS1.2** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. | Using Mathematics and Computational Thinking | Scale, Proportion, and Quantity |
| | 16-17 | Mixtures | **SCI.MI5.PS1.4** Conduct an investigation to determine whether the mixing of two or more substances results in new substances. | Planning and Carrying Out Investigations | Cause and Effect |
| **Week 18 – Interim 2** | | | | | |

# FIFTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectations | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Observing Our Sky | 19-20 | Observing the Stars[4] Earth's Rotation | **SCI.MI5.ESS1.1** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. | Engaging in Argument from Evidence | Scale, Proportion, and Quantity |
| | | | **SCI.MI5.ESS1.2** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. | Analyzing and Interpreting Data | Patterns |
| | 21-22 | Objects in the Sky | **SCI.MI5.ESS1.2** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. | Analyzing and Interpreting Data | Patterns |
| | 23 | Gravity | **SCI.MI5.PS2.1** Support an argument that the gravitational force exerted by Earth on objects is directed down. | Engaging in Argument from Evidence | Cause and Effect |
| **Week 24 – Interim 3** | | | | | |

[4]*The scopes Observing the Stars and Earth's Rotation have been merged during weeks 19-20.*

# FIFTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Human Impact on the Earth's Systems | 25 | Water Sources | **SCI.MI5.ESS2.2** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. | Using Mathematics and Computational Thinking | Scale, Proportion, and Quantity |
| | 25-27 | Reducing Human Footprint | **SCI.MI5.ESS3.1** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. | Obtaining, Evaluating, and Communicating Information | Systems and System Models |
| | | | **SCI.MI3.5.ETS1.1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Asking Questions and Defining Problems | |
| | | Earth's Systems Interactions[5] | **SCI.MI3.5.ETS1.2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Constructing Explanations and Designing Solutions | |
| | | | **SCI.MI5.ESS2.1** Develop a model using an example to describe ways the geosphere, ~~biosphere, hydrosphere,~~ and/or atmosphere interact. | Developing and Using Models | Systems and System Models |
| M-STEP REVIEW | 28-29 | M-STEP REVIEW | | | |
| **SCIENCE M-STEP WEEK 30-31[6]** | | | | | |

*[5]The scope Earth's Systems Interactions has been merged with the scope Reducing Human Footprint during weeks 25-27. The remaining content of standard SCI.MI5.ESS2.1 will be taught during these weeks.*

*[6]M-STEP administration estimated for Weeks 30-31 based on Michigan school calendars. Specific administration dates may vary.*

# FIFTH GRADE SCIENCE
# 2020-21 YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| Engineering Design Projects | 32-35 | *In Progress – Check for Updates in February 2021!* | | | |
| **Week 36 – Last Week of School** | | | | | |

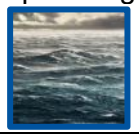
# SIXTH GRADE SCIENCE
# YEAR AT A GLANCE

** Year at a Glance is sequenced by a block schedule of 90 minutes per day on an A/B block rotation.

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| CULTURE AND SCIENCE SAFETY | 1 | The instruction for this week is to lay the foundation for a positive classroom culture, including key routines and procedures, and lessons on science safety. | | | |
| SPACE SYSTEMS | 2-4 | Formation and Motion of Galaxies The Solar System | **MS.ESS1.2** Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.<br><br>**MS.ESS1.3**: Analyze and interpret data to determine scale properties of objects in the solar system. | DEVELOPING AND USING MODELS | SYSTEMS AND SYSTEM MODELS |
| | 4-6 | Earth, Sun, and Moon System | **MS.ESS1.1** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. | DEVELOPING AND USING MODELS | PATTERNS |
| HISTORY OF EARTH | 7-8 | Geologic History of Earth | **MS.ESS1.4** Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. | CONSTRUCTING EXPLANATONS AND DESIGNING SOLUTIONS | SCALE, PROPOTION, AND QUANTITY |
| **Week 9 – Review and Interim 1** | | | | | |

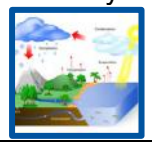
*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow link explaining each practice.*

# SIXTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| HISTORY OF EARTH *continued* | 10-12 | Plate Tectonics Seafloor Spreading  | **MS.ESS2.3** Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. | ANALYZING AND INTERPRETING DATA | PATTERNS |
| EARTH'S SYSTEMS | 13-14 | Weathering and Erosion | **MS.ESS2.2** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. | CONSTRUCTING EXPLANATONS AND DESIGNING SOLUTIONS | CAUSE AND EFFECT |
| | 15-16 | Geoscience Processes | **MS.ESS2.1** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. | DEVELOPING AND USING MODELS | STABILITY AND CHANGE |
| | 17-18 | Earth Materials | **MS.ESS2.2** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales | CONSTRUCTING EXPLANATONS AND DESIGNING SOLUTIONS | SCALE, PROPOTION, AND QUANTITY |
| **Week 19 – Review and Interim 2** | | | | | |

*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow link explaining each practice.*

# SIXTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| WEATHER AND CLIMATE | 20-21 | Water Cycle  | **MS.ESS2.4:** Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. | ENGAGING IN ARGUMENT FROM EVIDENCE | MATTER AND ENERGY |
| | 22-23 | Predicting Weather | **MS.ESS2.5:** Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. | PLANNING AND CARRYING OUT INVESTIGATIONS | CAUSE AND EFFECT |
| | 24-26 | Ocean Currents Influences of Weather and Climate | **MS.ESS2.6:** Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. | DEVELOPING AND USING MODELS | SYSTEMS AND SYSTEM MODELS |
| **Week 27 – Review and Interim 3** | | | | | |

*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow link explaining each practice.*

# SIXTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| NATURAL HAZARDS AND HUMAN IMPACT | 28-29 | Natural Hazards | **MS.ESS3.2** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. | ANALYZING AND INTERPRETING DATA | PATTERNS |
| | 30-31 | Human Impact on the Environment | **MS.ESS3.3**: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br>**MS.ESS3.4:** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.<br>**MS.ETS1.3:** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.<br>**MS.ETS1.4**: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. | ENGAGING ARGUMENT FROM EVIDENCE | CAUSE AND EFFECT |
| | 32-33 | Human Activities and Global Climate Change | **MS.ESS3.5**: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. | ASKING QUESTIONS AND DEFINING PROBLEMS | STABILITY AND CHANGE |

# SIXTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| NATURAL HAZARDS AND HUMAN IMPACT continued | 33-34 | Human Dependence on Natural Resources | **MS.ESS3.1** Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. | CONSTRUCTING EXPLANATONS AND DESIGNING SOLUTIONS | CAUSE AND EFFECT |
| **Week 35 – Review and Interim 4** | | | | | |

## Sample 90-minute A/B block rotation

- *Calendars will need to be modified for classes that run on a 45-minute class period that meets 5 days per week*

| September | | | | | |
|---|---|---|---|---|---|
| **Week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **1** | Labor Day | Culture/Science Safety | | | |
| **2** | A Science | B | A Science | B | A Science |
| **3** | B | A Science | B | A Science | B |
| **4** | A Science | B | A Science | B | A Science |

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

** Year at a Glance is sequenced by a block schedule of 90 minutes per day on an A/B day rotation.

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| CULTURE AND SCIENCE SAFETY | 1 | The instruction for this week is to lay the foundation for a positive classroom culture, including key routines and procedures, and lessons on science safety. | | | |
| MATTER AND ITS INTERACTIONS | 2-3 | Structure of Matter | **MS.PS1.1**The student is expected to develop models to describe the atomic composition of simple molecules and extended structures. | DEVELOPING AND USING MODELS | SCALE, PROPORTION, AND QUANTITY |
| | 3-5 | Physical and Chemical Properties | **MS.PS1.2** Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred | ANALYZING AND INTERPRETING DATA | PATTERNS |
| | 6-8 | Characteristics of Chemical Reactions Synthetic Materials | **MS.PS1.2** Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.<br>**MS.PS1.3** Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. | ANALYZING AND INTERPRETING DATA | PATTERNS |
| **Week 9 Review and Interim 1** | | | | | |

*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow the link explaining each practice.*

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| MATTER AND ITS INTERACTIONS *continued* | 10-11 | Modeling Conservation of Mass | **MS.PS1.5** Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved | DEVELOPING AND USING MODELS | MATTER AND ENERGY |
| | 12-13 | Heat and Matter Changes in Energy on the Molecular Level | **MS.PS1.4** Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. | DEVELOPING AND USING MODELS | CAUSE AND EFFECT |
| | 14 | Thermal Energy in Chemical Reactions | **MS.PS1.6** Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.<br>**MS.ETS1.3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.<br>**MS.ETS1.4** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. | CONSTRUCTING EXPLANATONS AND DESIGNING SOLUTIONS | MATTER AND ENERGY |

*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow the link explaining each practice.*

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| ENERGY | 15-16 | Thermal Energy Transfer | **MS.PS3.3:** Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.<br>**MS.PS3.4:** Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.<br>**MS.ETS1.1**: Define the criteria and constraints of a design problem with enough precision to ensure a successful solution, considering relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.<br>**MS.ETS1.4:** Develop a model to generate data for interactive testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. | PLANNING AND CARRYING OUT INVESTIGATIONS | SCALE, PROPORTION, AND QUANTITY |
| | 16-17 | Energy Transfer and Temperature | **MS.PS3.4:** Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. | PLANNING AND CARRYING OUT INVESTIGATIONS | SCALE, PROPORTION, AND QUANTITY |
| **Week 18 Review and Interim 2** | | | | | |

*1 To learn more information about each of the science and engineering practices, CTRL + Click to follow the link explaining each practice.*

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| FORCES AND INTERACTIONS | 19-21 | Changes in Forces Newton's Third Law of Motion | **MS.PS2.2** Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.<br>**MS.PS2.1** Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. | PLANNING AND CARRYING OUT INVESTIGATIONS | SYSTEMS AND SYSTEM MODELS |
| | 22-23 | Kinetic Energy | **MS.PS3.1:** Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. | ANALYZING AND INTERPRETING DATA | SCALE, PROPORTION, AND QUANTITY |
| | 24-25 | Potential Energy | **MS.PS3.2** Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. | DEVELOPING AND USING MODELS | SYSTEMS AND SYSTEM MODELS |
| | 26-27 | Electric and Magnetic Forces | **MS.PS2.3:** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.<br>**MS.PS2.5:** Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. | PLANNING AND CARRYING OUT INVESTIGATIONS | CAUSE AND EFFECT |
| | 28 | Gravitational Forces | **MS.PS2.4**: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.<br>**MS.PS2.5:** Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. | ENGAGING IN ARGUMENT FROM EVIDENCE | SYSTEMS AND SYSTEM MODELS |
| **Week 29 Review and Interim 3** | | | | | |

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices[1] | Crosscutting Concepts |
|---|---|---|---|---|---|
| WAVES AND THEIR APPLICATIONS | 30-31 | Introduction to Properties of Waves Modeling Waves through Mediums | **MS.PS4.1** Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave and how the frequency and wavelength change the expression of the wave.<br>**MS.PS4.2** Develop and use a model to describe that waves are refracted, reflected, absorbed, transmitted, or scattered through various materials. | USING MATHEMATICS AND COMPUTATIONAL THINKING | PATTERNS |
| | | | | DEVELOPING AND USING MODELS | STRUCTURE AND FUNCTION |
| | 32-33 | Properties of Visible Light | **MS.PS4.2:** Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. | DEVELOPING AND USING MODELS | STRUCTURE AND FUNCTION |
| | 34 | Modeling Light Waves | **MS.PS4.2:** Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. | DEVELOPING AND USING MODELS | STRUCTURE AND FUNCTION |
| | 34 | Digital vs Analog | **MS.PS4.3:** Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. | OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION | STRUCTURE AND FUNCTION |
| **Week 35 Review and Interim 4** | | | | | |

# SEVENTH GRADE SCIENCE
# YEAR AT A GLANCE

### Example of a 90-minute A/B block rotation

- *Calendars will need to be modified for classes that run on a 45-minute class period that meets 5 days per week*

| September | | | | | |
|---|---|---|---|---|---|
| **Week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1 | Labor Day | Culture/Science Safety | | | |
| 2 | A 8th Grade Science | B 7th Grade Science Structure of Matter | A 8th Grade Science | B 7th Grade Science Structure of Matter | A 8th Grade Science |
| 3 | B 7th Grade Science Structure of Matter | A 8th Grade Science | B 7th Grade Science Structure of Matter | A 8th Grade Science | B 7th Grade Science Structure of Matter |
| 4 | A 8th Grade Science | B 7th Grade Science Physical and Chemical Properties | A 8th Grade Science | B 7th Grade Science Physical and Chemical Properties | A 8th Grade Science |

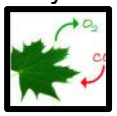
# EIGHTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s)[1] | Scope(s) | Performance Expectation | Science and Engineering Practices[2] | Crosscutting Concepts |
|---|---|---|---|---|---|
| CULTURE AND SCIENCE SAFETY | 1 | *The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.* | | | |
| STRUCTURE, FUNCTION, AND INFORMATION PROCESSING | 2-3 | Cells Anatomy of a Cell | **8.LS1.1** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.<br><br>**8.LS1.2** Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. | DEVELOPING AND USING MODELS | STRUCTURE AND FUNCTION |
| | 4-6 | Body and Systems Sensory Receptors | **8.LS1.3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.<br><br>**8.LS1.8** Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. | ENGAGING ARGUMENT FROM EVIDENCE | SYSTEMS AND SYSTEM MODELS |
| ECOSYSTEMS | 6-8 | Reproduction in Plants and Animals Growth of Organisms | **8.LS1.4** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.<br><br>**8.LS1.5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | ENGAGING IN ARGUMENT FROM EVIDENCE | CAUSE AND EFFECT |
| **Week 9 – Review and Interim 1** | | | | | |

[1]*Year at a Glance is sequenced based on a block schedule of 90 minutes per day on an A/B block rotation.*

[2]*To learn more information about each of the science and engineering practices, CTRL + Click to follow link explaining each practice.*

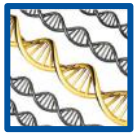
# EIGHTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| ECOSYSTEMS *continued* | 10-11 | Introduction to Photosynthesis  Energy Flow in Organisms | **8.LS1.6** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.<br><br>**8.LS1.7** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. | DEVELOPING AND USING MODELS | MATTER AND ENERGY |
| | 12-13 | Competition in Ecosystems Organism Interactions in Ecosystems | **8.LS2.1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | ANALYZING AND INTERPRETING DATA | CAUSE AND EFFECT |
| | 14-15 | Relationships in Ecosystems Flow of Energy in Ecosystems | **8.LS2.2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.<br><br>**8.LS2.3** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. | DEVELOPING AND USING MODELS | PATTERNS |

# EIGHTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| ECOSYSTEMS *continued* | 16-18 | Dynamic Nature of Ecosystems Ecosystem Biodiversity | **8.LS2.4** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.<br><br>**8.LS2.5** Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br>**8.ETS1.2** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.<br><br>**8.ETS1.3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. | ENGAGING IN ARGUMENT FROM EVIDENCE | STABILITY AND CHANGE |
| **Week 19 – Review and Interim 2** | | | | | |

# EIGHTH GRADE SCIENCE YEAR AT A GLANCE

| Unit | Week(s) | Scope(s) | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| GROWTH DEVELOPMENT AND REPRODUCTION OF ORGANISMS | 20-21 | Genes and Proteins  Mutations | **8.LS3.1** Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. | DEVELOPING AND USING MODELS | STRUCTURE AND FUNCTION |
| | 21-23 | Inheritance and Genetic Variation | **8.LS3.2** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. | DEVELOPING AND USING MODELS | CAUSE AND EFFECT |
| FOSSIL RECORD AND NATURAL SELECTION | 23-24 | Fossil Record Evolutionary History and Relationships Embryological Development | **8.LS4.1** Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.<br>**8.LS4.2** Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.<br>**8.LS4.3** Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. | ANALYZING AND INTERPRETING DATA | PATTERNS |
| **Week 25 – Review and MOCK Interim** | | | | | |

# EIGHTH GRADE SCIENCE
# YEAR AT A GLANCE

| Unit | Week(s) | Scope | Performance Expectation | Science and Engineering Practices | Crosscutting Concepts |
|---|---|---|---|---|---|
| FOSSIL RECORD AND NATURAL SELECTION | 26-27 | Natural Selection Artificial Selection | **8.LS4.4** Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.<br><br>**8.LS4.6** Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.<br><br>**8.LS4.5** Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. | USING MATHEMATICS AND COMPUTATIONAL THINKING | CAUSE AND EFFECT |
| M-STEP REVIEW | 28-29 | M-STEP REVIEW | | | |
| **SCIENCE M-STEP WEEK 30-31** | | | | | |

*M-STEP administration is estimated for Weeks 30-31 based on Michigan school calendars. Specific administration dates may vary.*

| Unit | Week(s) | Performance Expectation |
|---|---|---|
| ENGINEERING COMPETITION | 32-35 | **8.ETS1.2** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.<br><br>**8.ETS1.3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. |
| **WEEK 36 – LAST WEEK OF SCHOOL** | | |

*Lessons to be determined – check for updates in spring 2021!*

# EIGHTH GRADE SCIENCE
# YEAR AT A GLANCE

## Sample 90-minute A/B Block Rotation

❖ *Calendars will need to be modified for classes that run on a 45-minute class period that meets 5 days per week*

| September | | | | | |
|---|---|---|---|---|---|
| **Week** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **1** | Labor Day | Culture/Lab Safety | | | |
| **2** | A<br>8th Grade Science<br>Cells and Anatomy of Cells | B<br>7th Grade Science | A<br>8th Grade Science<br>Cells and Anatomy of Cells | B<br>7th Grade Science | A<br>8th Grade Science<br>Cells and Anatomy of Cells |
| **3** | B<br>7th Grade Science | A<br>8th Grade Science<br>Cells and Anatomy of Cells | B<br>7th Grade Science | A<br>8th Grade Science<br>Cells and Anatomy of Cells | B<br>7th Grade Science |
| **4** | A<br>8th Grade Science<br>Body Systems and Sense Receptors | B<br>7th Grade Science | A<br>8th Grade Science<br>Body Systems and Sense Receptors | B<br>7th Grade Science | A<br>8th Grade Science<br>Body Systems and Sense Receptors |

Michigan K-12 Standards

# Science

November 2015

MICHIGAN Department of Education

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## The Role of Science Standards in Michigan

According to the dictionary, a standard is "something considered by an authority or by general consent as a basis of comparison." Today's world is replete with standards documents such as standards of care, standards of quality, and even standard operating procedures. These various sets of standards serve to outline agreed-upon expectations, rules, or actions, which guide practice and provide a platform for evaluating or comparing these practices.

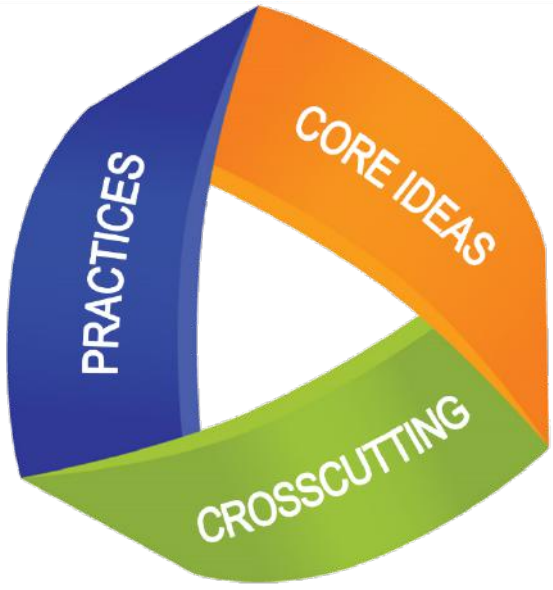
One such set of standards is the academic standards that a governing body may have for the expected outcomes of students. In Michigan, these standards, are used to outline learning expectations for Michigan's students, and are intended to guide local curriculum development and assessment of student progress. The Michigan Science Standards are performance expectations for students. They are not curriculum and they do not specify classroom instruction. Standards should be used by schools as a framework for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community. Since Michigan is a "local control" state, local school districts and public school academies can use these standards in this manner to make decisions about curriculum, instruction, and assessment.

At the state level, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards. The standards also impact other statewide policies, such as considerations for teacher certification and credentials, school improvement, and accountability, to name a few.

The standards in this document identify the student performance outcomes for students in topics of science and engineering. These standards replace the Michigan Science Standards adopted in 2006, which were published as the Grade Level Content Expectations and High School Content Expectations for science.

## Why These Standards?

There is no question that students need to be prepared to apply basic scientific knowledge to their lives and to their careers, regardless of whether they are planning STEM based careers or not. In 2011, the National Research Council released *A Framework for*



*K-12 Science Education,*[1] which set forth guidance for science standards development based on the research on how students learn best. This extensive body of research suggests students need to be engaged in **doing science** by engaging the same practices used by scientists and engineers. Furthermore, students should engage in science and engineering practices in the context of **core ideas** that become ever more sophisticated as students move through school. Students also need to see the connections of these disciplinary-based core ideas to the bigger **science concepts that cross disciplinary lines**. The proposed Michigan standards are built on this research-based framework. The framework was used in the development of the Next Generation Science Standards, for which Michigan was a lead partner. The Michigan Science Standards are derived from this effort, utilizing the student performance expectations and their relevant coding (for reference purposes). These standards are intended to guide local curricular design, leaving room for parents, teachers, and schools to surround the standards with local decisions about curriculum and instruction. Similarly, because these standards are performance expectations, they will be used to guide state assessment development.

**Organization and Structure of the Performance Expectations**

Michigan's science standards are organized by grade level K-5, and then by grade span in middle school and high school. The K-5 grade level organization reflects the developmental nature of learning for elementary students in a manner that attends to the important learning progressions toward basic foundational understandings. By the time students reach traditional middle school grades (6-8), they can begin to build on this foundation to develop more sophisticated understandings of science concepts within and across disciplines. This structure also allows schools to design local courses and pathways that make sense for their students and available instructional resources.

Michigan's prior standards for science were organized by grade level through 7th grade. Because these standards are not a revision, but were newly designed in their entirety, it was decided that the use of the grade level designations in the traditional middle grades (6-8) would be overly inhibiting to apply universally to all schools in Michigan. Such decisions do not specifically restrict local school districts from collaborating at a local or regional level to standardize instruction at these levels. Therefore, it is recommended that each school, district, or region utilize assessment oriented grade bands (K-2, 3-5, 6-8, 9-12) to organize curriculum and instruction around the standards. MDE will provide guidance on appropriate strategies or organization for such efforts to be applied locally in each school district or public school academy.

Within each grade level/span the performance expectations are organized around topics. While each topical cluster of performance expectations addresses the topic, the wording of each performance expectation reflects the three-dimensions of science learning outlined in *A Framework for K-12 Science Education*: cross-cutting concepts, disciplinary core ideas, and science and engineering practices.

[1] A New Conceptual Framework." *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press, 2012.

Cross Cutting Concepts (CCC)

The seven Crosscutting Concepts outlined by the *Framework for K-12 Science Education* are the overarching and enduring understandings that provide an organizational framework under which students can connect the core ideas from the various disciplines into a "cumulative, coherent, and usable understanding of science and engineering" (*Framework,* pg. 83).

These crosscutting concepts are…

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

**Coding Hierarchy**

Based upon the Framework and development of the Next Generation Science Standards effort, each performance expectation of the Michigan Science Standards is identified with a reference code. Each performance expectation (PE) code starts out with the grade level, followed by the disciplinary core idea (DCI) code, and ending with the sequence number of the PE within the DCI. So for example, K-PS3-2 is a kindergarten PE, linked to the 3rd physical science DCI (i.e., Energy), and is the second in sequence of kindergarten PEs linked to the PS3. These codes are used in MSS and NGSS Science Resources to identify relevant connections for standards.

Disciplinary Core Ideas (DCI)

The crosscutting concepts cross disciplines. However within each discipline are core ideas that are developed across grade spans, increasing in sophistication and depth of understanding. Each performance expectation (PE) is coded to a DCI. A list of DCIs and their codes can be found on the MDE website and in the MDE Guidance Documents.

Science and Engineering Practices

In addition to the Crosscutting Concepts and Disciplinary Core Ideas, the National Research Council has outlined 8 practices for K-12 science classrooms that describe ways students should be engaged in the classroom as a reflection of the practices of actual scientists and engineers. When students "do" science, the learning of the content becomes more meaningful. Lessons should be carefully designed so that students have opportunities to not only learn the essential science content, but to practice being a scientist or engineer. These opportunities set the stage for students to transition to college or directly into STEM careers.

Listed below are the Science and Engineering Practices from the *Framework:*

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

## Implementation

It is extremely important to remember that the research calls for instruction and assessments to blend the three dimensions (CCC, DCI, and Practices). It is this working together of the three dimensions that will allow all children to explain scientific phenomena, design solutions to problems, and build a foundation upon which they can continue to learn and be able to apply science knowledge and skills within and outside the K-12 education arena. While each PE incorporates these three dimensions into its wording, this alone does not drive student outcomes. Ultimately, student learning depends on how the standards are integrated in instructional practices in the classroom. There are several resources based on the National Research Council's *A Framework for K-12 Science Education* that were developed for educators to utilize in planning curriculum, instruction, and professional development. These include resources developed by Michigan K-12 and higher education educators, with plans to develop more guided by the needs of the field as implementation moves forward. This includes assessment guidance for the Michigan Department of Education, local districts, and educators.

## Michigan Specific Contexts

Because the student performance expectations were developed to align to a general context for all learners, the Michigan Department of Education (MDE) works with a variety of stakeholders to identify Michigan-specific versions of the standards for student performance expectations that address issues directly relevant to our state such as its unique location in the Great Lakes Basin, Michigan-specific flora and fauna, and our state's rich history and expertise in scientific research and engineering. These versions of the performance expectations allow for local, regional, and state-specific contexts for learning and assessment. In addition to the specific performance expectations that frame more general concepts and phenomena in a manner that is directly relevant to our state, there are also a number of performance expectations which allow for local, regional, or state-specific problems to be investigated by students, or for students to demonstrate understandings through more localized contexts. Both of these types of performance expectations are identified in the following standards, as well as in the accompanying guidance document, which also identifies both clarification statements and assessment boundaries. The Michigan specific performance expectations should be used by educators to frame local assessment efforts. State level assessments will specifically address the performance expectations with Michigan-specific contexts.

MDE is collaborating with multiple statewide partners to generate a list of support materials for the state standards that focuses on resources and potential strategies for introducing or exploring DCIs through a local, regional, or statewide lens to make the learning more engaging and authentic. These contextual connections are not included in the specific performance expectations, as educators should merely use these as recommendations for investigation with students, and assessment developers have the opportunity to use these to develop specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Michigan's natural environment and rich history and resources in engineering design and scientific research to support student learning.

**Michigan Educator Guidance**

***The Michigan Science Standards within this document are the performance expectations for students in grades K-12 for science and engineering practices, cross cutting concepts, and disciplinary core ideas of science and engineering***. In order to be able to develop and guide instruction to address the standards for all students, Michigan educators will need access to a range of guidance and resources that provide additional support for the teaching and learning of science. This guidance will be developed and shared with Michigan educators following the adoption of the proposed standards. The MDE provides additional guidance based upon educator needs and requests, and utilizes support from practicing Michigan educators and educational leaders to develop such guidance or tools to aid in the implementation of the standards.

Accompanying this standards document will be a range of resources provided to educators and assessment developers to help frame the learning context and instructional considerations of the performance expectations. Such guidance will include appropriate connections and references to the Science and Engineering Practices, the Disciplinary Core Ideas (DCI), and Cross Cutting Concepts (CCC) that frame each performance expectation. External partners, including the Michigan Mathematics and Science Center Network, Michigan Science Teachers Association, and National Science Teachers Association, and professional development providers in Michigan, will utilize the coding references of the standards to provide additional resources to Michigan educators.

The MDE will provide ongoing support to educators through guidance and professional learning resources, which will be updated regularly. Additional information and references can be found at http://michigan.gov/science.

# Kindergarten

## Forces and Interactions: Pushes and Pulls

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*

## Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.**

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. * **

## Weather and Climate

K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.

K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. *

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.**

K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. * **

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# Kindergarten

## Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 1st Grade

## Waves: Light and Sound

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.

1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

## Structure, Function, and Information Processing

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. *

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

## Space Systems: Patterns and Cycles

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year. **

## Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 2nd Grade

## Structure and Properties of Matter

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. *

2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

## Interdependent Relationships in Ecosystems

2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. **

2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. *

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. **

## Earth's Systems: Processes that Shape the Earth

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. * **

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

*2-ESS2-2 MI Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body.*

2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. **

*2-ESS2-3 MI Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin.*

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 2nd Grade

## Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 3rd Grade

## Forces and Interactions

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. *

## Interdependent Relationships in Ecosystems

3-LS2-1 Construct an argument that some animals form groups that help members survive.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. **

3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. * **

## Inheritance and Variation of Traits: Life Cycles and Traits

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 3rd Grade

## Weather and Climate

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. **

## Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 4th Grade

## Energy

4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. *

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

## Waves: Waves and Information

4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information. *

## Structure, Function, and Information Processing

4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 4th Grade

## Earth's Systems: Processes that Shape the Earth

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **

*4-ESS1-1 MI Identify evidence from patterns in rock formations and fossils in rock layers to support possible explanations of Michigan's geological changes over time.*

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. * **

*4-ESS3-2 MI Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places.*

## Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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# 5th Grade

## Structure and Properties of Matter

5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

5-PS1-3 Make observations and measurements to identify materials based on their properties.

5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

## Matter and Energy in Organisms and Ecosystems

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

## Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

*5-ESS2-1MI Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.*

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

*5-ESS2-2MI Describe and graph the amounts and percentages of water and fresh water in the Great Lakes to provide evidence about the distribution of water on Earth.*

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **

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**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# 5th Grade

## Space Systems: Stars and the Solar System

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

## Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

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### Structure and Properties of Matter

MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.

MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

### Chemical Reactions

MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*

### Forces and Interactions

MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*

MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

MS-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

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### Energy

MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. *

MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

### Waves and Electromagnetic Radiation

MS-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

MS-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

### Structure, Function, and Information Processing

MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

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MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

### Structure, Function, and Information Processing (continued)

MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

### Matter and Energy in Organisms and Ecosystems

MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. **

MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. **

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

### Interdependent Relationships in Ecosystems

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. **

MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services. * **

### Growth, Development, and Reproduction of Organisms

MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **

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MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

**Growth, Development, and Reproduction of Organisms (continued)**

MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

**Natural Selection and Adaptations**

MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. **

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

**Space Systems**

MS-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

MS-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

MS-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.

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# Middle School (Grades 6-8)

## History of Earth

MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

MS-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

## Earth's Systems

MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. **

MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. **

MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. **

## Weather and Climate

MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

MS-ESS2-5 MI *Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography.*

MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
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MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

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**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# Middle School (Grades 6-8)

## Human Impacts

MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. * **

MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

## Engineering Design

MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

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**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# High School (Grades 9-12)

## Structure and Properties of Matter

HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

HS-PS1-3 Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. *

## Chemical Reactions

HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*

HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

## Forces and Interactions

HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

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### Forces and Interactions (cont.)

HS-PS2-3 Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*

HS-PS2-4 Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-5 Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

### Energy

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*

HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

### Waves and Electromagnetic Radiation

HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

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HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.

**Waves and Electromagnetic Radiation (cont.)**

HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

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

**Structure and Function**

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.

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

**Matter and Energy in Organisms and Ecosystems**

HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

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**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. **

**Matter and Energy in Organisms and Ecosystems (cont.)**

HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. **

**Interdependent Relationships in Ecosystems**

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

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.

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. **

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* **

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. **

**Inheritance and Variation of Traits**

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

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.

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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.

### Inheritance and Variation of Traits (continued)

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

### Natural Selection and Evolution

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

### Space Systems

HS-ESS1-1 Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

HS-ESS1-2 Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

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HS-ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-4 Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

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**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# High School (Grades 9-12)

## History of Earth

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6 Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

## Earth's Systems

HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. **

HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

## Weather and Climate

HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. **

## Human Sustainability

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

* - Integrates traditional science content with engineering. - Includes a Michigan specific performance expectation.
**- Allow for local, regional, or Michigan specific contexts or examples in teaching and assessment.

# High School (Grades 9-12)

## Human Sustainability (continued)

HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. * **

HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. **

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. *

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

## 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.

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.

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.

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.

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NATIONAL HERITAGE ACADEMIES

# Michigan Kindergarten Social Studies Year at a Glance

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| **Unit 1:** Civics | 1-10 | **K – C1.0.1** Identify and explain reasons for rules at home and in school.<br><br>**K – C2.0.1** Identify the American flag as an important symbol of the United States.<br><br>**K – C2.0.2** Explain why people do not have the right to do whatever they want<br><br>**K – C2.0.3** Describe fair ways for groups to make decisions.<br><br>**K – C5.0.1** Describe situations in which they demonstrated self-discipline and individual responsibility. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives.<br><br>**P3.2** Apply Democratic Values or Constitutional Principles to support a position on an issue.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence. | **Skills:**<br>• Read and interpret basic graphs and charts<br>• Brainstorm ideas on how to solve classroom issues<br>• Express (in writing, drawing or speaking) a solution to a classroom issue<br>  ○ Justify the solution<br>• Practice fair ways of making decisions and resolving conflict.<br><br>**Vocabulary:**<br>• Safety<br>• Fairness<br>• Organization<br>• Common good<br>• Rules<br>• Rights<br>• Responsibility<br>• Symbol<br>• Common good<br><br>**Key Content:**<br>Why do we have rules at home and school?<br>• Safety<br>• Fairness<br>• Organization |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | **P4.3** Explain different strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | The American flag is an important symbol of the United States<br>• Stripes represent the first 13 states<br>• Stars represent the 50 states<br><br>Why people cannot do whatever they want:<br>• Promote fairness<br>• Ensure the common good<br>• Maintain safety<br><br>How can we (the class) make fair decisions?<br>• Voting<br>• Discussion<br><br>When should we have self-control and responsibility?<br>• Caring for a pet<br>• Completing chores<br>• Following school rules<br>• Working in groups<br>• Taking turns |
| **Unit 2:** Geography | 11-18 | **K – G1.0.1** Recognize that maps and globes represent places.<br><br>**K – G1.0.2** Use directions or positional words to identify significant locations in the classroom. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including | **Skills:**<br>• Use direction words to identify locations in the classroom<br>• Read and interpret basic maps<br>• Ask and answer basic questions about |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **K – G2.0.1** Identify and describe places in the immediate environment.<br><br>**K – G5.0.**1 Describe ways in which the environment provides for basic human needs and wants. | tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | geography<br><br>**Vocabulary:**<br>• Maps<br>• Globes<br>• Up<br>• Down<br>• In<br>• Out<br>• Above<br>• Below<br>• Left<br>• Right<br>• Place<br>• Location<br>• Environment<br>• Needs<br>• Wants<br><br>**Key Content:**<br>Maps and globes represent places in the real world<br>• Globe: the whole world<br><br>What words do we use to say where things are in the classroom:<br>• Up/down<br>• In/out<br>• Above/below<br>• Left/right<br><br>Describe environments (places) |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | students are familiar with:<br>• Classroom<br>• Their home<br>• Playground<br><br>How does the environment give humans what they need to survive? Needs are:<br>• Food<br>• Shelter<br>• Clothing |
| **Unit 3:** Economics | 19-24 | **K – E1.0.1** Describe economic wants they have experienced.<br><br>**K – E1.0.2** Distinguish between goods and services.<br><br>**K – E1.0.3** Recognize situations in which people trade. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to | **Skills:**<br>• read basic charts<br>• ask and answer questions about economics<br>**Vocabulary:**<br>• Wants<br>• Goods<br>• Needs<br>• Services<br>• Trade<br><br>**Key Content:**<br>What wants have students experiences?<br>• Wants: desires for goods and services we would like to have but do not need<br>  ○ Toys<br>  ○ Devices<br>  ○ Ice cream<br>  ○ Haircuts |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Needs: things we must have to survive<br>  ○ Food<br>  ○ Shelter<br>  ○ Clothing<br><br>What are goods and services?<br>• Goods: items you buy<br>  ○ Food<br>  ○ Clothing<br>  ○ Toys<br>  ○ Furniture<br>  ○ Toothpaste<br>• Services: an action that a person does for someone else<br>  ○ Haircuts<br>  ○ Medical check-ups<br>  ○ Mail delivery<br>  ○ Car repair<br>  ○ Teaching<br><br>People trade goods and services to get their wants and needs. |
| **Unit 4:** History | 25-30 | **K – H2.0.1** Distinguish among the past, present, and future.<br><br>**K – H2.0.2** Create a timeline using events from their own lives.<br><br>**K – H2.0.3** Describe ways people learn about the past. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents. | **Skills:**<br>• Create a timeline<br>• Read stories that happened in the past<br>  ○ Identify point of view: Who is telling the story?<br>• Ask and answer questions about history |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | **P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Use pictures to find evidence about history<br><br>**Vocabulary:**<br>• Past<br>• Present<br>• Future<br>• Timeline<br><br>**Key Content:**<br>Distinguish between the past, present and future<br>• Past: what already happened?<br>• Present: what is happening now?<br>• Future: what is going to happen?<br><br>How do people learn about the past?<br>• Read<br>  ○ Books<br>  ○ Old journals<br>  ○ Old newspapers<br>• Go to museums<br>• Talk to people who lived during the past<br>  ○ Parents<br>  ○ Grandparents<br>• Look at old photographs or |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | artifacts (objects) |

# Michigan 1st Grade Social Studies Year at a Glance

| Units | Weeks | Content Standards | Process and Skills Standards<br>Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| **Unit 1:**<br>Civics | 1-11 | **1 – C1.0.1** Explain the need for rules and purposes of rules.<br><br>**1 – C1.0.2** Give examples of the use of power with authority and power without authority in school.<br><br>**1 – C2.0.1** Explain fair ways to make decisions and resolve conflicts in the school community.<br><br>**1 – C2.0.2** Identify important symbols of the United States of America and what they represent.<br><br>**1 – C5.0.1** Describe some responsibilities people have at home and at school.<br><br>**1 – C5.0.2** Explain important rights and how, when, and where members of American society demonstrate their responsibilities | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives.<br><br>**P3.2** Apply Democratic Values or | **Skills**<br>• Read and interpret basic graphs and charts<br>• Brainstorm ideas on how to solve community issues<br>• Express (in writing or speaking) a solution to a community issue<br>  ○ Justify the solution to the community issue with evidence<br>• Practice fair ways of making decisions and resolving conflict.<br><br>**Vocabulary**<br>• Rules<br>• Organization<br>• Fairness<br>• Power<br>• Authority<br>• Majority<br>• Voting<br>• Symbols |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | by actively participating in civic life.<br><br>**1 – P3.1.1** Identify public issues in the school community.<br><br>**1 – P3.1.2** Use graphic data to analyze information about a public issue in the school community.<br><br>**1 – P3.1.3** Identify alternative resolutions to a public issue in the school community.<br><br>**1 – P3.3.1** Express a position on a public policy issue in the school community and justify the position with a reasoned argument. | Constitutional Principles to support a position on an issue.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P4.3** Explain different strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | • Responsibility<br>• Citizen<br><br>**Key Content**<br>Why do we need rules?<br>• Safety<br>• Organization<br>• Fairness<br><br>Power with authority v. Power without authority:<br>• Examples of power with authority:<br>  ○ Principal<br>  ○ Teacher<br>  ○ Bus Driver<br>  ○ Safety Patrol<br>• Examples of power without authority<br>  ○ Types of Bullying<br>  ○ Taking cuts in line<br><br>Fair ways of making decisions/resolving conflicts in school:<br>• Majority rules<br>• Taking turns<br>• Voting<br>• Talking it out |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | • Referring to an authority (ie teacher)<br><br>Important US Symbols and what they symbolize:<br>• The U.S. Flag – the country<br>• Statue of Liberty - freedom<br>• White House – the president/government<br>• Bald Eagle – the country<br><br>Examples of responsibilities we have at home and school:<br>• Taking care of ourselves<br>• Respect for the rights of others<br>• Following rules<br>• Getting along with others<br><br>How are we a good citizen at school?<br>• Cleaning the playground<br>• Helping others<br>• Helping to solve a problem<br>• Respecting the rights of others |

| Units | Weeks | Content Standards | Process and Skills Standards<br>Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| **Unit 2:**<br>Geography | 12-19 | **1 – G1.0.1** Construct simple maps of the classroom to demonstrate aerial perspective.<br><br>**1 – G1.0.2** Describe places using absolute location or relative location.<br><br>**1 – G1.0.3** Distinguish between landmasses and bodies of water using maps and globes.<br><br>**1 – G2.0.1** Distinguish between physical and human characteristics of places.<br><br>**1 – G2.0.2** Describe the unifying characteristics and boundaries of different school regions.<br><br>**1 – G4.0.1** Use components of culture to describe diversity in family life.<br><br>**1 – G5.0.1** Describe ways in which people are part of, modify, and adapt to their physical | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources. | **Skills:**<br><u>Map Skills</u><br>• Read and interpret basic maps<br>• Create an aerial perspective map of the classroom<br>• Describe places using absolute location or relative location.<br>• Locate landmasses and bodies of water on a globes and maps<br><br>**Vocabulary:**<br>• Absolute location<br>• Relative location<br>• Landmass<br>• Body of water<br>• Physical characteristics<br>• Human characteristics<br>• Regions<br>• Culture<br>• Adapt<br>• Modify<br><br>**Key Content:**<br>Aerial perspective: “birds-eye view” |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | environments.<br><br>**1 – G5.0.2** Describe ways in which the physical environment in a place or region affects people's lives. | **P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | Absolute location: a fixed position that never changes, regardless of your current location.<br>• Example: home address<br><br>Relative location: the position of something relative to another landmark<br>• Positional words<br>• Example: in front of, behind, between<br><br>Landmasses vs. Bodies of Water<br>• Landmasses: islands and continents<br>• Bodies of Water: rivers, lakes, oceans<br><br>Physical characteristics v. human characteristics<br>• Physical Characteristics: things that occur in nature<br>• Examples: trees, landmasses, bodies of water<br>• Human Characteristics: man made items<br>• Examples: buildings, |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | playgrounds, sidewalks, roads<br><br>Use the school to introduce the concept of regions. What are the characteristics of the school regions:<br>• Examples of School Regions: playground, reading corner, library, restroom<br><br>Use the idea of families to introduce concept of culture and diversity.<br>• Components of culture include:<br>○ Foods<br>○ Language<br>○ Religion<br>○ Traditions<br><br>Human-Environmental Interaction: humans are a part of, modify and adapt to their physical environment.<br>• Being Part of the Environment: talking a walk, swimming in a lake, fishing |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | • Modifying the Environment: building homes, planting gardens, mowing lawns<br>• Adapting to the Environment: wearing different clothes in different seasons<br><br>How does the physical environment affect people's lives?<br>• Warm clothes in winter<br>• Light jackets in the summer<br>• Swimming in the summer<br>• Sledding in winter<br>• Michigan's lakes/waterways allow us to move goods and people |
| **Unit 3:** Economics | 20-25 | **1 – E1.0.1** Distinguish between producers and consumers of goods and services.<br><br>**1 – E1.0.2** Describe ways in which families consume goods and services.<br><br>**1 – E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and | **Skills**<br>• Use examples to explain ideas<br>• Express economic ideas through writing or speaking<br>• Use evidence to answer questions<br><br>**Vocabulary**<br>• Producers<br>• Consumers<br>• Goods<br>• Services |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | (choice).<br><br>**1 – E1.0.4** Describe reasons why people voluntarily trade.<br><br>**1 – E1.0.5** Describe ways in which people earn money.<br><br>**1 – E1.0.6** Describe how money simplifies trade | supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Limited resources<br>• Scarcity<br>• Money<br>• Trade<br><br>**Key Content**<br>What are Producers and Consumers?<br>• Producers: people who make goods or provide services<br>• Consumers: people who buy goods and services with money.<br>• How do families consume goods and service?<br>  ○ Groceries<br>  ○ Clothes<br>  ○ Haircuts<br>  ○ Doctor<br><br>People cannot have everything they want because there are limited resources<br>• Scarcity: the condition of not being able to have all of the goods and services that you want<br>• People respond to scarcity by making choices |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | How do people earn money?<br>• By providing goods and services to others<br>• Jobs<br><br>Money makes trade easier |
| **Unit 4:** History | 26-31 | **1 – H2.0.1** Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.<br><br>**1 – H2.0.2** Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.<br><br>**1 – H2.0.3** Use historical sources to draw possible conclusions about family or school life in the past.<br><br>**1 – H2.0.4** Compare life today with life in the past using the | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to | **Skills:**<br>• Write a family narrative about two generations<br>• Close-read and analysis of primary sources (photos, diaries, oral histories, videos, artifacts etc.)<br>• Compare and contrast the past and present<br>• Use evidence to answer questions<br><br>**Vocabulary:**<br>• Past<br>• Present<br>• Future<br>• Days<br>• Weeks<br>• Months<br>• Primary source<br>• Secondary source<br>• Holidays |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | criteria of family, school, jobs, or communication.<br><br>**1 – H2.0.5** Identify the events or people celebrated during U.S. national holidays and why we celebrate them.<br><br>**1 – P4.2.2** Participate in projects to help or inform others. | investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Veterans<br>• Constitution<br><br>**Key Content:**<br>Calendar Skills:<br>• Use family or school events to determine what occurred in the past, is occurring presently and occurring in the future<br>• Distinguish among days, weeks and months<br><br>What is the difference between primary and secondary sources?<br>• Primary Source: an original document or other material, usually produced by someone with direct personal knowledge of the event<br>• Secondary Source: written by someone who has looked at and evaluated (developed an informed opinion about) a primary source<br><br>Compare and contrast how the following topics were in the past and the present: |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | • Families<br>• Schools<br>• Jobs<br>• Communication<br><br>U.S. National Holidays and why we celebrate them:<br>• Independence Day – Celebrates the signing of the Declaration of Independence<br>• Constitution Day – celebrates the signing of the U.S. Constitution<br>• Martin Luther King Jr. Day – celebrates the life and achievements of Martin Luther King Jr.<br>• Presidents Day – celebrates the lives of U.S. presidents<br>• Veterans Day – honors military veterans, those who served in the U.S. Armed Forces |

# Michigan 2nd Grade Social Studies Year at a Glance

| Units | Weeks | Content Standards | Process and Skills Standards<br>Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| **Unit 1:**<br>Geography (Local Community) | 1-12 | **2 – G1.0.1** Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.<br><br>**2 – G1.0.2** Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.<br><br>**2 – G1.0.3** Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state<br><br>**2 – G2.0.1** Compare the physical and human characteristics of the local community with those of | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social | **Skills**<br>• Create basic maps of the community<br>• Read and interpret basic maps<br>• Brainstorm ideas on how to solve a community environmental issue<br>• Use evidence to answer questions<br><br>**Vocabulary**<br>• Community<br>• Symbols<br>• Labels<br>• Legend<br>• Scale<br>• Relative location<br>• Distance<br>• Direction<br>• Cardinal directions<br>• Physical Characteristics<br>• Human Characteristics |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | another community.<br><br>**2 – G2.0.2** Describe how the local community is part of a larger region.<br><br>**2 – G4.0.1** Describe land use in the community.<br><br>**2 – G4.0.2** Describe the means people create for moving people, goods, and ideas within the local community.<br><br>**2 – G4.0.3** Use components of culture to describe diversity in the local community.<br><br>**2 – G5.0.1** Suggest ways in which people can responsibly interact with the environment in the local community.<br><br>**2 – G5.0.2** Describe positive and negative consequences of changing the physical environment of the local | studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • County<br>• Metropolitan area<br><br>**Key Content**<br>Parts of a map:<br>• Symbols<br>• Labels<br>• Legends<br>• Scale<br><br>Use maps to describe how the local community is organized. Include the following concepts in the description:<br>• Relative location<br>• Distance<br>• Direction<br>• Scale<br><br><u>Relative location:</u> the position of something relative to another landmark<br><br>Use maps to describe the location of the local community within Michigan. Words/concepts to use in the description include:<br>• Next to |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | community.<br><br>**2 – P3.3.1** Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.<br><br>**2 – P4.2.1** Develop and implement an action plan to address or inform others about a community issue.<br><br>**2 – P4.2.2** Participate in projects to help or inform others. | | • Near<br>• Between<br>• Cardinal directions<br><br>Compare the physical and human characteristics of the local community with another community<br>• Physical Characteristics: things that occur in nature<br>• Human Characteristics: man-made items<br><br>Is your community part of…<br>• A county?<br>• A metropolitan area?<br>• Tribal reservation?<br>• State?<br>And which one?<br><br>How does your community use its land?<br>• Where do people live?<br>• Where are service provided?<br>• Where are products made?<br>• Where do people play?<br>• Where do people interact with the land? |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | How do people move people, goods and ideas with your community?<br><br>Describe diversity within the local community. Include concepts such as:<br>• Foods<br>• Language<br>• Religion<br>• Traditions<br><br>How do humans and the environment interact in your community?<br>• How can people responsibly interact with the environment?<br>• What are the positive/negative consequences of changing the physical environment?<br>• What is an environmental issue in your community? What are some ideas we can do to help solve the issue? |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | |
| **Unit 2:** History (Local Community) | 13-18 | **1 – H2.0.1** Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.<br><br>**1 – H2.0.2** Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.<br><br>**1 – H2.0.3** Use historical sources to draw possible conclusions about family or school life in the past.<br><br>**1 – H2.0.4** Compare life today with life in the past using the criteria of family, school, jobs, or communication.<br><br>**1 – H2.0.5** Identify the events or people celebrated during U.S. national holidays and why we | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions. | **Skills:**<br>• Read and interpret timelines<br>• Compare two different perspectives of the same event<br>• Close-read and analysis of primary sources<br>• Write a historical narrative using multiple sources<br><br>**Vocabulary:**<br>• Timelines<br>• Years<br>• Decades<br>• Primary source<br>• Secondary source<br><br>**Key Content:**<br>Year: A period of 365 days or in leap **year** 366 days beginning January 1.<br><br>Decade: A period of ten years.<br><br>What changes have occurred in your community over time? Think about changes in the following: |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | celebrate them. | **P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Type of businesses<br>• Architecture and landscape<br>• Jobs<br>• Transportation<br>• Population<br><br>Identify a community problem from the past. How did community members respond to it?<br>• Examples of community problems could be:<br>  ○ Natural disasters<br>  ○ Factories closing<br>  ○ Poverty<br>  ○ Homelessness<br>  ○ Closing of military bases<br>  ○ Environmental issues<br><br>What is the difference between primary and secondary sources?<br>• Primary Source: an original document or other material, usually produced by someone with direct personal knowledge of the event<br>• Secondary Source: written by someone who has looked at |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | and evaluated (developed an informed opinion about) a primary source<br>○ Data/stories from local residents, artifacts, photographs |
| **Unit 3:** Economics | 19-23 | **2 – E1.0.1** Identify the opportunity cost involved in a consumer decision.<br><br>**2 – E1.0.2** Describe how businesses in the local community meet economic wants of consumers.<br><br>**2 – E1.0.3** Describe the natural, human, and capital resources needed for production of a good or service in a community.<br><br>**2 – E1.0.4** Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence). | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to | **Skills:**<br>• Read and interpret basic charts and graphs<br>• Use evidence to answer a question<br>• Express economic concepts through writing or speaking<br><br>**Vocabulary:**<br>• Opportunity cost<br>• Natural Resources<br>• Human Resources<br>• Capital Resources<br>• Specialization<br>• Interdependence<br>• Costs<br>• Benefits<br>• Consumer<br>• Producer<br><br>**Key Content:**<br>Consumers have to make |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | **2 – E1.0.5** Utilize a decision-making process to analyze the benefits and costs of a personal decision. | help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | decisions on what to buy.<br>• Opportunity Cost: the value of the next best thing you give up whenever you make a decision.<br><br>In order to produce a good or service a business owner must have natural, human and capital resources:<br>• Natural resources: something that is found in nature and can be used by people<br>• Human resources: the people who work to produce goods and services<br>• Capital resources: goods produced and used to make *other* goods or services<br><br>People cannot produce everything they want and therefore will trade with others<br>• Specialization: when people produce only some of the goods and service they consume, then trade with others to get more of the things they want<br>• Interdependence: the quality |

| Units | Weeks | Content Standards | Process and Skills Standards<br>Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | or state of depending on one another<br><br>Every decision has costs and benefits.<br>• Costs: loss or penalty involved in gaining something<br>• Benefits: to be helped, useful or profitable |
| **Unit 4:**<br>Civics | 24-35 | **2 – C1.0.1** Explain why people form governments.<br><br>**2 – C1.0.2** Distinguish between government action and private action.<br><br>**2 – C2.0.1** Explain how local governments balance individual rights with the common good to solve local community problems.<br><br>**2 – C2.0.2** Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.<br><br>**2 – C3.0.1** Give examples of how local governments make, enforce, and interpret laws (ordinances) in | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.1** State an issue as a question of public policy and discuss | **Skills:**<br>• create community improvement project for the school or larger community<br>• Read and interpret basic graphs and charts<br>• Brainstorm ideas on how to solve community issues<br>• Close-reading of informational text<br>• Express (in writing or speaking) a solution to a community public-policy issue<br>  ○ Justify the solution to the community issue with evidence<br><br>**Vocabulary:**<br>• government |

| Units | Weeks | Content Standards | Process and Skills Standards<br>Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | the local community.<br><br>**2 – C3.0.2** Use examples to describe how local government affects the lives of people in a community.<br><br>**2 – C3.0.3** Identify services commonly provided by local governments.<br><br>**2 – C5.0.1** Identify ways in which people participate in community decisions.<br><br>**2 – C5.0.2** Distinguish between personal and civic responsibilities and explain why they are important in community life.<br><br>**2 – C5.0.3** Design and participate in community improvement projects that help or inform others.<br><br>**2 – P3.3.1** Compose a statement expressing a position on a public policy issue in the local | possible solutions from different perspectives.<br><br>**P3.2** Apply Democratic Values or Constitutional Principles to support a position on an issue.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P4.3** Explain different strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | • community<br>• government action<br>• private action<br>• individual rights<br>• common good<br>• patriotism<br>• personal responsibility<br>• civic responsibility<br><br>**Key Content:**<br>Purpose of government:<br>• Defends country<br>• Keeps order within the country<br>• Provides services<br><br>Government Action v. Private Action<br>• Government action is when the government does something<br>  ○ Example: city snowplows clearing roads<br>• Private action is when a citizen does something<br>  ○ Example: clearing the snow on your sidewalk or driveway |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | community and justify the position with a reasoned argument.<br><br>**2 – P4.2.1** Develop and implement an action plan to address or inform others about a community issue.<br><br>**2 – P4.2.2** Participate in projects to help or inform others. | | Individual Rights and the Common Good<br>• Governments have to balance individual rights with the common good in order to solve community problems<br>  ○ Individual Rights: liberties and freedoms of each individual to pursue life and goals without interference from the government<br>  ▪ Examples: life, liberty, pursuit of happiness<br>  ○ Common Good: the public good, to the advantage of everyone<br><br>Patriotism: love that a person feels for his or her country<br>• Democratic value<br>• Example: The Pledge of Allegiance |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | Focus on the following aspects of local government:<br>• How does it make laws? (example: City council)<br>• How does it enforce laws? (example: Police)<br>• How does it interpret laws? (example: Local courts)<br>• How does it affect the lives of people in a community? (examples: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings)<br>• What services does it provide? (examples: police, fire departments, schools, libraries, parks)<br><br>How do people participate in community decisions?<br>• Voting<br>• Town meetings<br><br>Personal Responsibilities and Civic Responsibilities are important for community life. |

| Units | Weeks | Content Standards | **Process and Skills Standards** Incorporate standards within the unit | Key Content |
|---|---|---|---|---|
| | | | | • Personal responsibility examples: taking care of your pet, recycling, caring for family members<br>• Civic responsibility examples: getting a dog license, putting recycling in the appropriate place, serving on a jury |

# Michigan 3rd Grade Year at a Glance

| Interim | Units |
|---|---|
| Interim 1 | Michigan Physical Geography |
| | Human-Environment Interactions in Michigan |
| Interim 2 | Michigan History |
| | Michigan Economics * |
| Interim 3 | Michigan Civics |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| **Unit 1:** Michigan Physical Geography | 1-5 | **3 – G1.0.1** Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.<br><br>**3 – G1.0.2** Use thematic maps to identify and describe the physical and human characteristics of Michigan.<br><br>**3 – G1.0.3** Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | **Skills:**<br>• Read and interpret a variety of maps<br>  ○ Cardinal directions<br>  ○ Locate Michigan in relation to the United States, the North Pole, and the equator<br>• Read and interpret charts and graphs<br>• Use facts from charts, graphs, maps etc. to answer questions<br><br>**Vocabulary:**<br>• Human characteristics<br>• Physical characteristics<br><br>**Key Content:** |

* Michigan Economics appears on Interim 2 and interim 3

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – G2.0.1** Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.<br><br>**3 – G2.0.2** Describe different regions to which Michigan belongs. | | **Ways Michigan can be divided into regions:**<br>• physical features (lakes versus land)<br>• Land use (forest, agriculture, urban)<br>• political (state, county, and tribal boundaries)<br>• Upper Peninsula and Lower Peninsula<br><br>**Regions Michigan belongs to:**<br>• Great Lakes region<br>• Midwest<br>• United States<br>• North America |
| **Unit 2:** Human-Environment Interactions in Michigan | 6-11 | **3 – G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.<br><br>**3 – G4.0.2** Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors). | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions. | **Skills:**<br>• Read and interpret graphs<br>• Ask and identify compelling and supporting questions<br>• Use facts from charts, graphs, maps etc. to answer questions<br><br>**Vocabulary:**<br>• Economic<br>• Agriculture<br>• Manufacturing<br>• Services<br>• Lumbering<br>• Mining<br>• Migration<br>• Push factor<br>• Pull factor |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – G4.0.3** Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.<br><br>**3 – G4.0.4** Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.<br><br>**3 – G5.0.1** Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.<br><br>**3 – G5.0.2** Locate natural resources in Michigan and explain the consequences of their use. | **P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Natural resources<br>• Limited resources<br><br>**Key Content:**<br>**Examples of Economic Activities:**<br>• Agriculture (e.g., corn, cherries, dairy, Christmas trees)<br>• Manufacturing (e.g., automobiles, wood products)<br>• Research and development (e.g., Automation Alley, life sciences corridor, university communities).<br><br>**Examples of Factors Influencing Location of Economic Activities:**<br>• Primary industries located near natural resources<br>• Manufacturing influenced by accessibility to resources, labor, markets, and capital<br>• Services, which are often located close to markets.<br><br>**Groups Migrating to Michigan:**<br>• Finnish migrating to the upper peninsula<br>• Chaldeans migrating into southeastern Michigan<br>• Dutch migrating to western Michigan. |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | **Topics to cover in regards to Anishinaabek and Indigenous Peoples of Michigan:**<br>• Tribal citizenship<br>• Tribal governments<br>• Treaty rights<br>• Reservation boundaries<br>• Cultural events<br><br>**People are a <u>part of</u>, <u>adapt to</u>, <u>use</u>, and <u>modify</u> the physical environment of Michigan:**<br>• Interdependence of people and the environment<br>• Interaction of people with the environment<br>• Appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup<br>• Lumber industry has led to the destruction of forests (lumber is a <u>limited resource</u>) |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| **Unit 3:** Michigan History | 12-21 | **3 – H3.0.1** Identify questions historians ask in examining the | **P1.2** Differentiate between primary and secondary | **Skills:**<br>• Read and create timelines |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | past in Michigan.<br><br>**3 – H3.0.2** Explain how historians use primary and secondary sources to answer questions about the past.<br><br>**3 – H3.0.3** Describe the causal relationships between three events in Michigan's past.<br><br>**3 – H3.0.4** Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.<br><br>**3 – H3.0.5** Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments | source documents.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources. | • Close-read of primary and secondary sources<br>  ○ Identify point of view or bias<br>• Ask and identify compelling and supporting questions<br>• Use evidence to answer a question<br>• Identify cause and effect relationships<br><br>**Vocabulary:**<br>• Primary sources<br>• Secondary sources<br>• Artifacts<br>• Indigenous peoples<br>• Tradition<br><br>**Key Content:**<br>**Questions Historians Ask:**<br>• What happened?<br>• When did it happen?<br>• Who was involved?<br>• How and why did it happen?<br><br>**Examples of Primary Sources:**<br>• Artifacts (Arrowheads, pottery, shipwrecks etc.) |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – H3.0.6** Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan<br><br>**H3.0.7** Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).<br><br>**3 – H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).<br><br>**3 – H3.0.9** Describe how Michigan attained statehood.<br><br>**3 – H3.0.10** Create a timeline to sequence and describe major eras and events in early Michigan history. | | **People of the Three Fires:**<br>• Ojibwa<br>• Potawatomi<br>• Odawa/Ottawa<br><br>**Indigenous Peoples Traditional Stories and Teachings:**<br>• Teachings of the Seven Grandfathers<br>• Traditional stories often teach how to view nature<br>• Indigenous peoples continue to teach their beliefs and histories in order to keep their cultural traditions alive<br><br>**Indigenous Peoples and European Explorers in Michigan:**<br>• 1600's they formed strong economic partnerships to trade furs<br><br>**Cause and Effect Relationships between events:**<br>• the Erie canal --> more |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | people came --> statehood<br><br>**Michigan Statehood:**<br>• Opening of Erie canal led to population growth in Michigan<br>• once population reached 60,000 were allowed to apply for statehood<br>• Michigan and Ohio argued over Toledo. Ohio got Toledo and Michigan received the U.P. |
| **Unit 4:** Michigan Economics | 22-28 | **3 – E1.0.1** Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.<br><br>**3 – E1.0.2** Identify incentives that influence economic decisions people make in Michigan.<br><br>**3 – E1.0.3** Analyze how Michigan's location and natural resources influenced its economic development. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies | **Skills:**<br>• Read and interpret basic graphs, charts and diagrams.<br>• Create basic graphs, charts and diagrams<br>• Answer supporting and compelling questions in writing<br>• Ask and identify compelling and supporting questions<br>• Identify relevant evidence from a resource |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.<br><br>**3 – E1.0.5** Explain the role of entrepreneurship and business development in Michigan's economic future<br><br>**3 – E2.0.1** Using a Michigan example, explain how specialization leads to increased interdependence.<br><br>**3 – E3.0.1** Identify products produced in other countries and consumed by people in Michigan. | problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources<br>.<br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | **Vocabulary:**<br>• Incentives<br>• Natural resources<br>• Economics<br>• Specialization<br>• Interdependence<br>• Capital resource<br>• Entrepreneur<br>• Scarcity<br>• Supply<br>• Demand<br>• Consumer<br>• Business Partnership<br>• Opportunity Cost<br>• Global Trade<br>• Manufacturing<br><br>**Key Content:**<br>**Incentives:**<br>• Sales<br>• Coupons<br>• Tax incentives<br>• Recycling incentives<br><br>**Natural Resource influence economics:**<br>• <u>Big Idea:</u> how waterways and other natural resources have influenced |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.<br>• Forests in west Michigan led Grand Rapids to become famous for furniture companies<br>• The Grand River supported trade and travel in Michigan<br>• Wind results in wind turbines/wind farms becoming a new industry in Michigan<br><br>**Specialization leads to interdependence:**<br>• Cherries grown in Michigan are sold in Florida<br>• Oranges grown in Florida are sold in Michigan. |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| **Unit 5:** Michigan Civics | 29-35 | **3 – C1.0.1** Give an example of how Michigan state government fulfills one of the purposes of government. | **P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives. | **Skills:**<br>• Identify a public policy issue that connects to Michigan |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – C2.0.1** Describe how the Michigan state government reflects the principle of representative government.<br><br>**3 – C3.0.1** Distinguish between the roles of tribal, state, and local governments.<br><br>**3 – C3.0.2** Identify goods and services provided by the state government and describe how they are funded.<br><br>**3 – C3.0.3** Identify the three branches of state government in Michigan and the powers of each.<br><br>**3 – C3.0.4** Explain how state courts function to resolve conflict.<br><br>**3 – C3.0.5** Describe the purpose of the Michigan Constitution. | **P3.2** Apply Democratic Values or Constitutional Principles to support a position on an issue.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.<br><br>**P4.1** Act out of the rule of law and hold others to the same standard.<br><br>**P4.2** Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.<br><br>**P4.3** Explain different | • Brainstorm solutions to public policy issues.<br>• Create a claim/construct an argument<br>  ○ Example: Solution to a public policy issue<br>• Use Democratic Values/Constitutional Principles as evidence<br>• Describe ways to solve a problem<br><br>**Vocabulary:**<br>• Representative government<br>• Constitution<br>• Legislative Branch<br>• Executive Branch<br>• Judicial Branch<br><br>**Key Content:**<br>**Purposes of Government:**<br>• Protecting individual rights<br>• Promoting the common good<br>• Ensuring equal treatment under the law.<br><br>**Examples of Services:**<br>• maintaining highways<br>• state parks |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | **3 – C5.0.1** Identify and explain rights and responsibilities of citizenship | strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | • state forests.<br><br>**Examples of How Things are Funded:**<br>• Taxes<br>• Fees<br>• Fines<br><br>**Local Government:**<br>• City government<br>• City hall<br>• Mayor – enforces laws and manages business of the city<br>• Provides services such as fire protection<br><br>**Tribal Governments:**<br>• Make decisions abut activities on tribal lands<br>• Tribal Council and Tribal Council President<br><br>**State Government:**<br>• Three branches: Executive (governor), Legislature (State legislature), Judicial (State Supreme Court)<br>• Executive Branch enforces state laws; citizens vote for governor (example of representative government)<br>• Legislative Branch makes |

| Units | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | laws for the state; chosen by citizens voting<br>• Judicial Branch helps resolve conflicts with the law (EX: ticket dispute from a traffic violation)<br>• Provides goods and services (EX: maintaining roads and bridges)<br><br>**Michigan Constitution:**<br>• Constitution: a written plan of government<br>• Explains the purpose and functions of Michigan state government<br><br>**Examples of Rights:**<br>• Freedom of speech<br>• Freedom of religion<br>• Right to own property.<br><br>**Examples of Responsibilities:**<br>• Respecting the rights of others<br>• Voting<br><br>**Civic Participation:**<br>• Volunteer for a community organization<br>• Voting |

# Michigan 4th Grade Year at a Glance

| Interim | Units |
|---|---|
| Interim 1 | Regions of the United States |
| | Human-Environment Interactions in the United States |
| Interim 2 | Michigan History |
| Interim 3 | The Constitution |
| | Citizenship in an American Democracy |
| | Economics |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| **Unit 1:** Regions of the United States | 1-6 | **4 – G1.0.1** Identify questions geographers ask in examining the United States.<br><br>**4 – G1.0.2** Identify and describe the characteristics and purposes of a variety of technological geographic tools.<br><br>**4 – G1.0.3** Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.<br><br>**4 – G1.0.4** Use maps to describe elevation, climate, and patterns of population density in the United States.<br><br>**4 – G1.0.5** Use hemispheres, continents, oceans, and major | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer | **Skills:**<br>• Read and draw conclusions using double bar graphs<br>• Read physical feature maps<br>• Read population maps<br>• Read and use Venn Diagrams<br>• Compare and contrast U.S. regions<br><br>**Key Terms:**<br>• Rural<br>• Urban<br>• Population<br>• Longitude<br>• Latitude<br>• Relative location<br>• Absolute location<br>• Equator<br><br>**Key Content:**<br>Questions geographers ask |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | lines of latitude to describe the relative location of the United States on a world map.<br><br>**4 – G2.0.1** Describe ways in which the United States can be divided into different regions.<br><br>**4 – G2.0.2** Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region. | compelling social studies questions. | when studying the United States include:<br>• Where is it?<br>• What is it like there?<br>• How is it connected to other places?<br>**Parts of a Map:**<br>• Scale<br>• Lines of longitude and latitude<br>• Compass rose<br>• Key/legend<br><br>**Geographic Tools:**<br>• Globe<br>• Map<br>• Compass<br>• Geographic Information Systems (GIS)<br>• Satellite image<br><br>**Purpose of Geographic Tools:**<br>• Measure distance<br>• Determine relative or absolute location<br>• Classify a region<br><br>**Five Themes of Geography:**<br>• Location<br>• Place<br>• Region<br>• Movement<br>• Human-Environment |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | Interaction<br><br>**Location:**<br>• Absolute Location: latitude and longitude<br>• Relative Location: in relation to another place<br><br>**Place:**<br>• Physical Characteristics<br>• Human Characteristics<br><br>**Region:**<br>• Area united by similar physical conditions<br>• Area united by common cultural traits<br>• Types of Regions:<br>  ○ Political regions<br>  ○ Land-use regions<br>  ○ Land-form regions<br>  ○ Vegetation regions<br><br>**Movement:**<br>• Humans travel place to place<br>• Exchange of goods and ideas (trade)<br><br>**Physical Characteristics of U.S. Regions:**<br>• Northeast: cool climate, snowy wingers Lake |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | | | Ontario, Hudson River, Atlantic Ocean, Appalachian Mountains<br>• Southeast: warm climate Gulf of Mexico, Mississippi River, Atlantic Ocean, Appalachian Mountains, Everglades<br>• Midwest: cold, snowy winters |
| **Unit 2:** Human-Environment Interactions in the United States | 7-10 | **4 – G4.0.1** Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.<br><br>**4 – G4.0.2** Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.<br><br>**4 – G4.0.3** Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.<br><br>**4 – G5.0.1** Assess the positive and negative | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources. | **Skills:**<br>• Read charts<br>• Read maps<br>• Read double bar graphs<br>• Read timelines<br><br>**Key Terms:**<br>• Industry<br>• Push factor<br>• Pull factor<br>• Migration<br>• Immigration<br>• Erosion<br><br>**Key Content:**<br>**Migration:**<br>• Gold Rush of 1848 (pull factor) led to people moving to California<br>• Opening of Erie Canal led to population increase in Michigan<br>• The Great Migration (1916-1979): over 6 million African |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
|---|---|---|---|---|
| | | consequences of human activities on the physical environment of the United States and identify the causes of those activities. | **P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places.<br><br>**P4.3** Explain different strategies students and others could take to address problems and predict possible results. | Americans from the rural south moved to cities in the North and West<br>• 1900-1050: growth of auto industry led to people moving to Detroit to find jobs<br><br>**Immigration:**<br>• Immigrants bring with them their traditions, foods and languages<br>• Food shortages in Germany during the 1800s (push factor) led to German immigration to Michigan (ie Frankenmuth)<br><br>**Movement:**<br>• Railroads and canals were built to help humans travel and transport goods<br>• Expressways led to reduced travel time resulting in people living in the suburbs and working in the cities.<br>• Examples of movement of resources, goods, and people:<br>  ○ Fossil fuels<br>  ○ Clothing<br>  ○ Retirees<br>  ○ Refugees |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | ○ Migrant farm workers<br>○ Manufacturing jobs<br><br>**Consequences of Human Activities:**<br>• Over hunting of buffalo on the Great Plains meant that American Indians could no longer practice many traditions<br>• Logging leads to soil erosion<br>• Recycling helps keep plastic out of waterways |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| **Unit 3:** Michigan History | 11-17 | **4 – H3.0.1** Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.<br><br>**4 – H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.<br><br>**4 – H3.0.3** Use case studies or stories to describe the ideas and | **P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find | **Skills:**<br>• Ask inquiry questions<br>• Read charts<br>• Analyze images<br>• Close-read a variety of primary sources<br><br>**Key Terms:**<br>• Primary sources<br>• Secondary sources<br>• Economy<br>• Industry<br>• Underground Railroad<br>• Migration |

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| | | actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.<br><br>**4 – H3.0.4** Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.<br><br>**4 – H3.0.5** Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.<br><br>**4 – H3.0.6** Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.<br><br>**4 – H3.0.7** Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue | relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P1.4** Identify point of view and bias. | • Immigration<br><br>**Key Content:**<br>**Historical Inquiry Questions:**<br>• What happened?<br>• When did it happen?<br>• Who was involved?<br>• How and why did it happen?<br>• How does it relate to other events or issues in the past, in the present, or in the future?<br>• What is its significance?<br><br>**Primary Sources:**<br>• Stories<br>• Photos<br>• Artifacts<br>• Oral history<br>• Letters<br><br>**Potential Inquiry Topics:**<br>• Who should control Toledo: Ohio or Michigan?<br><br>**Migration and Immigration in Michigan:**<br>• has resulted in increased cultural diversity |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | to work today to protect its natural resources. | | **Potential Underground Railroad Case Studies:**<br>• Elizabeth Chandler<br>• Laura Haviland<br>• Harriet Tubman<br><br>**Examples of Economic Activities:**<br>• Agriculture<br>• Mining<br>• Manufacturing<br>• Lumbering<br>• Tourism<br>• Technology<br>• Research<br><br>**Automobile Industry:**<br>• Henry Ford created the Model-T<br>• Assembly line meant cars could be mass-produced faster and more efficiently<br>•<br>**Geography Helping Economic Activity:**<br>• In Michigan, rivers and lakes support economic activity<br>• U.P. has pine forests – economic activity centers around forest products<br><br>**Threats to Michigan** |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | **natural resources:**<br>• The Flint water crisis<br>• Invasive species<br>• Loss of sturgeon – Michigan now regulates fishing of sturgeon<br>• Wild rice |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| **Unit 4:** The Constitution | 18-24 | **4 – C1.0.1** Identify questions political scientists ask in examining the United States.<br><br>**4 – C1.0.2** Describe the purposes of government as identified in the Preamble of the Constitution.<br><br>**4 – C2.0.1** Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.<br><br>**4 – C2.0.2** Describe how rights guaranteed by the Constitution, including the Bill of Rights, and | **4 – P3.1.1** Identify public issues in the United States that influence the daily lives of its citizens.<br><br>**4 – P3.1.2** Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.<br><br>**4 – P3.1.3** Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.<br><br>**4 – P3.3.1** Compose a brief essay expressing a position on a public policy issue in the United States and justify the | **Skills:**<br>• Read and interpret charts, graphs, and diagrams<br>• Ask inquiry questions<br><br>**Key Words:**<br>• Democracy<br>• Preamble<br>• Constitution<br>• Government<br>• Individual Rights<br>• Popular Sovereignty<br>• Equality<br>• Justice<br><br>**Key Content: Examples of Political Science Questions:**<br>• What does government do?<br>• What are the basic |

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| | | Democratic Values are involved in everyday situations.<br><br>**4 – C3.0.1** Give examples of ways the Constitution limits the powers of the federal government.<br><br>**4 – C3.0.3** Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).<br><br>**4 – C3.0.4** Describe how the powers of the federal government are separated among the branches.<br><br>**4 – C3.0.5** Give examples of how the system of checks and balances limits the power of the federal government.<br><br>**4 – C3.0.6** Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.<br><br>**4 – C3.0.7** Explain how the federal government uses taxes and spending to serve the purposes of government. | position with a reasoned argument. | values and principles of American democracy?<br>• What are the roles of the citizen in American democracy?<br><br>**<u>The Constitution</u>**:<br><br>**Preamble of the Constitution:**<br>• Purpose of government is to protect individual rights<br>• "We the people" = popular sovereignty<br>**Principles in the Constitution:**<br>• Popular sovereignty<br>• Rule of law<br>• Checks and balances<br>• Separation of powers<br>• Individual rights<br><br>**Bill of Rights:**<br>• The first ten amendments to the constitution<br>• Protects individual rights<br><br>**Individual rights**<br>• freedom of religion<br>• freedom of |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | expression<br>• freedom of press<br>• voting<br>• protest<br><br>**Democratic Values:**<br>• Common good<br>• Equality<br>• Individual rights<br>• Justice (fairness)<br>• Right to alter laws<br><br>**<u>Branches of the Federal Government:</u>**<br><br>**Executive Branch:**<br>• President<br>• Vice-President<br>• President and Vice-President are elected<br>• Works with foreign governments<br><br>**Legislative Branch:**<br>• Congress (House of Representatives and Senate)<br>• Elected to office<br><br>**Judicial Branch**<br>• The courts<br>• Supreme Court<br>• Judges/Justices are Appointed<br>• Power to declare laws unconstitutional |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | **<u>Powers of Governments:</u>**<br><br>**Federal Government:**<br>• Coining of money<br>• Declaring war<br>• Regulates imports from other countries<br><br>**Tribal Governments:**<br>• Issuing hunting, gathering, and fishing licenses<br>• Issuing tribal identification cards.<br><br>**State Governments:**<br>• Issuing driver's licenses<br>• Issuing marriage licenses<br><br>**<u>Limits on Government Power:</u>**<br><br>**Constitutional Limits on Power**<br>• Election of public officers<br>• Separation of powers<br>• Checks and balances<br>• Bill of Rights<br><br>**Checks and Balances Examples:** |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • Presidential veto of legislation<br>• Courts declaring a law unconstitutional<br>• Congressional approval of judicial appointments |
| **Unit 5:** Citizenship in an American Democracy | 25-27 | **4 – C5.0.1** Explain the responsibilities of members of American society.<br><br>**4 – C5.0.2** Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.<br><br>**4 – C5.0.3** Describe ways in which people can work together to promote the values and principles of American democracy. | **P4.1** Act out of the rule of law and hold others to the same standard.<br><br>**P4.2** Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.<br><br>**P4.3** Explain different strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom.<br><br>**4 – P4.2.1** Develop and implement an action plan and know how, when, and where to address or inform others about a public issue. | **Skills:**<br>• Read and interpret charts, graphs, and diagrams<br>• Ask inquiry questions<br><br>**Key Terms:**<br>• Responsibilities<br><br>**Responsibilities of Members of American Society:**<br>• Initiating changes in laws or policy<br>• Holding public office<br>• Respecting the law<br>• Being informed and attentive to public issues<br>• Paying taxes<br>• Registering to vote and voting knowledgeably<br>• Serving as a juror<br><br>**Civic Participation:**<br>• Volunteer for a political campaign |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | **4 – P4.2.2** Participate in projects to help or inform others. | (ex: make phone calls)<br>• Volunteer, cooperate with others, to solve problems in the community |
| **Unit 6:** Economics | 28-34 | **4 – E1.01** Identify a good or service produced in the United States and apply the three economic questions all economies must address.<br><br>**4 – E1.0.2** Describe characteristics of a market economy.<br><br>**4 – E1.0.3** Describe how positive and negative incentives influence behavior in a market economy.<br><br>**4 – E1.0.4** Explain how price affects decisions about purchasing goods and services.<br><br>**4 – E1.0.5** Explain how specialization and division of labor increase productivity.<br><br>**4 – E1.0.6** Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices. | **P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphics, maps, and texts to answer compelling and supporting questions. | **Key Terms:**<br>• Economics<br>• Goods<br>• Services<br>• Incentives<br>• Substitute goods<br>• Complementary goods<br>• Specialization<br>• Supply<br>• Demand<br>• Income<br>• Funding<br>• Employment<br>• Unemployment<br>• Opportunity cost<br>• Human resources<br>• Scarcity<br>• Exchange<br>• Production<br>• Distribution<br>• Manufacturing<br>• Cost of production<br>• Assembly line<br><br>**3 Main Economic Questions:**<br>• What goods and services will be produced? |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | **4 – E1.0.7** Describe the role of money in the exchange of goods and services<br><br>**4 – E1.0.8** List goods and services governments provide in a market economy and explain how these goods and services are funded.<br><br>**4 – E2.0.1** Explain how changes in the United States economy impact levels of employment and unemployment.<br><br>**4 – E3.0.1** Identify advantages and disadvantages of global competition. | | • How will these goods and services be produced?<br>• Who will consume the goods and services?<br><br>**Characteristics of a Market Economy:**<br>• Private property rights<br>• Voluntary exchange<br>• Competition<br>• Consumer sovereignty<br>• Incentives specialization<br><br>**Examples of Positive Incentives:**<br>• Responding to a sale<br>• Saving money<br>• Earning money<br><br>**Examples of negative incentives:**<br>• Library fines<br><br>**Examples of Goods and Services:**<br>• Libraries<br>• Roads<br>• Parks<br>• The Mackinac Bridge.<br><br>**Examples of Funding:** |

| Unit | Weeks | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • Taxes<br>• Tolls<br>• Fees |

# Michigan 5th Grade Year at a Glance

| Interim | Units |
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| Interim 1 | Indigenous Peoples' Lives in the Americas |
| | European Exploration |
| | African Life Before the 16th Century |
| | Three World Interactions |
| Interim 2 | Southern Colonies and the European Slave Trade |
| | New England Colonies |
| | Middle Colonies |
| Interim 3 | Causes of the American Revolution |
| | The American Revolution and its' Consequences |
| | Creating New Governments and a New Constitution |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| **Introduction:** Foundations of History | 1-2 | | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias. | **Skills:**<br>• Interpret and express basic social science tables, graphs, graphics, maps, and texts<br>• Express (create) basic social science tables, graphs, graphics, maps, and texts<br>• Identify primary and secondary sources<br><br>**Vocabulary:**<br>• primary source<br>• secondary source<br>• point of view<br>• bias |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | **P2.2** Differentiate between compelling questions and supporting questions.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | |
| **Unit 1:** Indigenous Peoples' Lives in the Americas | 3-4 | **5 – U1.1.1** Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.<br><br>**5 – U1.1.2** Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.<br><br>**5 – U1.1.3** Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, | **Key Concept:** Indigenous Peoples had a strong relationship to their land.<br><br>**Skills:**<br>• Read and interpret maps<br>  ○ climate maps<br>  ○ political feature maps<br>• Close read of primary sources<br>• Read and interpret charts<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Indigenous People<br>• Wampum Belt<br>• League of Iroquois<br>• Confederacy<br>• Nomads<br>• Irrigation<br>• Adobe<br><br>**Key Content:**<br><br>Use maps to show territory of:<br>• Eastern Woodland Peoples<br>• Desert Southwest Tribes<br>• Pacific Northwest Tribes<br>• Great Plains Tribes |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | Eastern Woodland:<br>• Environment had cold winters<br>• Wampum Belt: woven, beaded belts used in ceremonies and storytelling<br>• League of Iroquois: confederacy/government that united the five Iroquois speaking tribes: Mohawk, Oneida, Onondaga, Cayuga, and Seneca around the purpose of defense.<br><br>Plains:<br>• Environment had cold winters<br>• Nomadic to hunt buffalo<br><br>Pacific Northwest:<br>• Diet consisted of fish from local rivers and water sources<br><br>Desert Southwest:<br>• Irrigations systems for crops<br>• Built adobe shelters.<br>  ○ Adobe: mud-brick |
| Unit 2: European Exploration | 5-6 | **5 – U1.2.1** Explain the technological and political developments that made sea exploration possible.<br><br>**5 – U1.2.2** Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents. | **Skills:**<br>• Close read of primary sources<br>• Identify cause and effect relationships<br>• Read and interpret maps<br>  ○ Specialty maps<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | exploration and colonization of the Americas. | **P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | **Vocabulary:**<br>• Exploration<br>• Nation-states<br>• Monarchs<br>• Technology<br>• Astrolabe<br>• Compass<br>• Merchants<br>• Navigation<br><br>**Key Content:**<br>Causes of European Exploration:<br>• Political changes in Europe – development of nation-states led monarchs to search for more land and resources/expanding their empires<br>• Trade Route to Asia – Henry Hudson<br>• Technological advancements<br>• To spread Christianity to the Americas<br><br>Technological Advancements:<br>• **Astrolabe:** an instrument used by ship navigators that measured the position of the sun and other objects in the sky to determine their position on the sea.<br>• Improved maps<br><br>Consequences of Exploration:<br>• Native Americans lose land, disease spreads<br>• Merchant companies who sponsored explorers could lose money |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • Use case studies to study economic, political, cultural and religious consequences of colonization.<br><br>Age of Exploration:<br>• Countries began to claim land in the Americas to form colonies<br>• Both push and pull factors caused people to move from Europe to settle in these new colonies<br>• Major European powers such as England Spain and France began to compete for their own colonies in the Americas.<br>• England Spain and France claimed different regions of the Americas |
| **Unit 3:** African Life Before the 16th Century | 7 | **5 – U1.3.1** Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).<br><br>**5 – U1.3.2** Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems. | **Skills:**<br>• Read and interpret maps<br>○ Physical feature maps<br>○ Political feature maps<br>• Identify cause and effect relationships<br>• Identify key evidence in a secondary source<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Empire<br><br>**Key Content:**<br>Use maps to locate the major regions of Africa |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | **P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | Ghana Empire became wealthy due to trade: specifically gold<br><br>Reasons for the decline of Western African Empires:<br>• Attacks from outsiders<br>• Loss of control over trade |
| **Unit 4:** Three World Interactions | 8-10 | **5 – U1.4.1** Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups<br><br>**5 – U1.4.2** Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.<br><br>**5 – U1.4.3** Explain the cultural impact that occurred between the | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions. | **Skills:**<br>• Read and interpret maps<br>  ○ climate maps<br>  ○ political feature maps<br>  ○ Specialty maps<br>  ○ Physical feature maps<br>• Close read of primary sources<br>• Identify cause and effect relationships<br>• Read and interpret charts, graphs and diagrams<br>• Identify key evidence in a secondary source<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Columbian Exchange<br><br>**Key Content:**<br>Columbian Exchange: |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | British, French, and Spanish on the lives of Indigenous Peoples.<br><br>**5 – U1.4.4** Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans. | **P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. | • Crops native to the America's became a part of European diets (ex: potato in Ireland)<br>• Diseases were exchanged which had a devastating effect on Indigenous Peoples<br><br>Use the following primary and secondary sources to compare the experiences of Europeans, Africans and Indigenous Peoples during this era:<br>• Letters<br>• Diaries<br>• Maps<br>• Documents<br>• Narratives<br>• Pictures<br>• Graphic data (charts, graphs, etc) |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| **Unit 5:** Southern Colonies and the European Slave Trade | 11-13 | **5 – U2.1.1** Describe significant developments in the Southern colonies, including:<br>• patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.<br>• the establishment of Jamestown.<br>• the development of one-crop economies (plantation land use and growing | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. | **Skills:**<br>• Read and interpret maps<br>  ○ political feature maps<br>  ○ specialty maps<br>• Close-read a variety of primary sources<br>• Read and interpret diagrams<br>• Identify cause and effect relationships<br>• Compare and contrast<br>• Read and interpret graphs<br>  ○ line graph<br>• Read and interpret timelines |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | season for rice in Carolinas and tobacco in Virginia).<br>• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples<br>• the development of colonial representative assemblies (House of Burgesses)<br>• the development of slavery.<br><br>**5 – U2.1.4** Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.<br><br>**5 – U2.1.5** Explain the economic, political, cultural, and religious causes of migration to colonial North America.<br><br>**5 – U2.2.1** Describe Triangular Trade, including:<br>• the trade routes. • the people and goods that were traded. • the Middle Passage. • the impact on life in Africa.<br><br>**5 – U2.2.2** Describe the lives of enslaved Africans | **P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | • Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Representative government<br>• Burgesses<br>• Cash crops<br>• Triangular trade<br>• Middle Passage<br>• Economy<br>• Fertile soil<br>• Indentured servant<br>• Enslaved person<br>• Case crop farming<br><br>**Key Content:**<br>Jamestown:<br>• first permanent English settlement<br>• Representative Government Example: House of Burgesses; The Virginia Company wanted to colonists to self-govern<br><br>From Jamestown, eventually expanded 13 English colonies<br>• Resulting in American Indians losing land to the British colonists<br><br>Following Virginia, four more southern colonies were founded along the Atlantic coast. (Maryland, North Carolina, South Carolina Georgia)<br>• Reasons- desire to make profit, religious freedom, provide a buffer between |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | and free Africans, including fugitive and escaped slaves in the American colonies.<br><br>**5 – U2.2.3** Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.<br><br>**5 – U2.3.1** Locate the New England, Middle, and Southern colonies on a map.<br><br>**5 – U2.3.2** Describe the daily lives of people living in the New England, Middle, and Southern colonies<br><br>**5 – U2.3.3** Describe colonial life in America from the perspectives of at least three different groups of people.<br><br>**5 – U2.3.4** Describe the development of the emerging labor force in the colonies. | | Spanish Florida and the colonies, and provide second chance for debtor prisoners in England (Georgia)<br><br>Physical Geography of Southern Colonies:<br>• Mild Winters<br>• Hot, Humid Summers<br>• Fertile Soil<br>• This resulted in a long growing season and made it ideal for growing cash crops<br><br>Cash Crop: a crop that is grown to be sold on the market.<br>• The economy of the southern colonies depended mainly on cash crops like tobacco, rice and indigo<br>• Growing cash crops resulted in more enslaved Africans being brought to these colonies<br><br>Triangular Trade: to trade across the Atlantic Ocean between three ports or regions.<br><br>Middle Passage and Slavery:<br>• The Middle Passage was a part of the triangular trade routes during colonial times.<br>• Enslaved Africans were forced into ships and across the Middle Passage to the Americas. |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • Conditions aboard the slave ships were horrible. Many Africans died on the voyage.<br>• People like merchants, plantation owners and shipping companies benefited from the slave trade but there were terrible costs for African cultures and Africans<br>• Using multiple sources can help us better understand the terrible conditions of the Middle Passage and slavery.<br><br>Although a majority of enslaved Africans lived in the Southern Colonies, they were part of the population in each of the 13 colonies. Cultural impacts of slavery can still be seen:<br>• Gullah basket from Gullah Islands<br>• Culture in Louisiana and the Carolinas<br><br>What was life like in the Southern colonies from the perspectives of:<br>• Wealthy landowners<br>• Indentured servants<br>• The poor<br>• Women<br>• Enslaved people<br>• Indigenous peoples |
| **Unit 6:** New England Colonies | 14-16 | **5 – U2.1.2** Describe significant developments in the New England colonies, including: | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. | **Skills:**<br>• Write and support claims with evidence<br>• Read and interpret maps<br>○ Specialty maps |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | • patterns of settlement and control including the impact of geography (landforms and climate) on settlement.<br>• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.<br>• the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.<br>• religious tensions in Massachusetts that led to the establishment of other colonies in New England.<br><br>**5 – U2.1.4** Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.<br><br>**5 – U2.1.5** Explain the economic, political, cultural, and religious causes of migration to colonial North America. | **P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and | ○ Political Feature Maps<br>○ Historical maps<br>• Compare and Contrast<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Mayflower Compact<br>• Town Meetings<br><br>**Key Content:**<br>Colonies Founded for Religious Freedom<br>• After the Plymouth colony was founded, Puritans looking for religious freedom founded the Massachusetts Bay Colony.<br>• Religious tensions in Mass. Led to the establishment of other New England colonies (RI, CT, NH) - Roger Williams and Ann Hutchinson<br><br>The economies of New England colonies were based on:<br>• Small farms<br>• Fishing<br>• Lumbering<br>• Shipbuilding (Massachusetts)<br><br>Government:<br>• regular town meetings to solve local concerns<br>• Mayflower Compact- Idea of self-government and majority rule |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | **5 – U2.3.1** Locate the New England, Middle, and Southern colonies on a map.<br><br>**5 – U2.3.2** Describe the daily lives of people living in the New England, Middle, and Southern colonies.<br><br>**5 – U2.3.3** Describe colonial life in America from the perspectives of at least three different groups of people.<br><br>**5 – U2.3.5** Make generalizations about the reasons for regional differences in colonial America. | actions they have taken to address issues at different times and places. | • Fundamental Orders of Connecticut<br><br>Geography:<br>• Long, harsh winters and hard rocky soil made farming difficult<br><br>King Philips War<br><br>What was life like in the New England colonies from the perspectives of:<br>• Farmers<br>• Merchants<br>• Laborers<br>• The poor<br>• Women<br>• Free Africans<br>• Indigenous Peoples |
| **Unit 7:** Middle Colonies | 17-18 | **5 – U2.1.3** Describe significant developments in the Middle colonies, including:<br>• patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.<br>• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.<br><br>**P1.4** Identify point of view and bias. | **Skills:**<br>• Read and interpret maps<br>  ○ Physical Feature Maps<br>  ○ Political Feature Maps<br>• Read and interpret charts<br>• Read and interpret graphs<br>  ○ Bar graph<br>• Compare and contrast<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Quaker<br>• Diversity |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | • the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.<br>• immigration patterns leading to ethnic diversity in the Middle colonies.<br><br>**5 – U2.1.4** Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.<br><br>**5 – U2.1.5** Explain the economic, political, cultural, and religious causes of migration to colonial North America.<br><br>**5 – U2.3.1** Locate the New England, Middle, and Southern colonies on a map.<br><br>**5 – U2.3.2** Describe the daily lives of people living in the New England, Middle, and Southern colonies.<br><br>**5 – U2.3.3** Describe colonial life in America from the perspectives of at least | **P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | **Key Content:**<br>New Netherlands became New York and New Jersey<br>• England declared war on Holland and took over the colony believing it was a threat.<br><br>William Penn:<br>• Quaker<br>• Founded Pennsylvania<br>• Believed that American Indians should be treated fairly and paid for their land<br><br>Geography:<br>• Mountains<br>• Coastal Plans<br>• Plateaus<br>• Fertile Soil<br>• Natural Harbors<br>• Mild climate: warm summers, mild winters<br><br>Geography impacts economy:<br>• Middle Colonies had rich farmland and was known for growing grain<br><br>Middle Colonies were the most culturally and ethnically diverse.<br><br>What was life like in the Middle colonies from the perspectives of:<br>• Farmers<br>• Merchants<br>• Laborers |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | three different groups of people.<br><br>**5 – U2.3.5** Make generalizations about the reasons for regional differences in colonial America. | | • The poor<br>• Women<br>• Enslaved people<br>• Free Africans<br>• Indigenous Peoples |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| **Unit 8:** Causes of the American Revolution | 19-21 | **5 – U3.1.1** Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.<br><br>**5 – U3.1.2** Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.<br><br>**5 – U3.1.3** Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Differentiate between primary and secondary source documents.<br><br>**P1.4** Identify point of view and bias.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions. | **Skills:**<br>• read and interpret charts<br>• read and interpret timelines<br>• read primary sources and determine point of view<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Protest<br>• Parliament<br>• Taxation<br>• Independence<br>• Patriot<br>• Congress<br>• Representation<br><br>**Key Content:**<br>French and Indian War:<br>• Both France and England were interested in an area of land known as the Ohio River Valley. Conflict over this area of land led to the French and Indian War. |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | **5 – U3.1.4** Describe the role of the First and Second Continental Congresses in unifying the colonies.<br><br>**5 – U3.1.5** Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.<br><br>**5 – U3.1.6** Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.<br><br>**5 – U3.1.7** Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.<br><br>**5 – U3.1.8** Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, | **P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.3** Construct an argument and justify a decision supported with evidence. | • France and Native Americans became allies against Britain and the colonies.<br>• George Washington begins to earn fame during this war as a Colonel.<br><br>Taxation Without Representation!<br>• To help pay for the war, King George III begins taxing the colonies.<br>• The colonies resent these taxes because they lack representation in Britain's Parliament.<br><br>Protests:<br>• Protests and conflict begins to erupt in the colonies<br>• Boston Massacre (1770)<br>• Boston Tea Party (1773) was a protest against taxation without representation<br><br>Declaration of Independence:<br>• On July 4th, 1776 the Continental Congress declares independence<br><br>George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine were all key figures in the American Revolution<br>• Referred to as American Patriots<br>• Washington: led troops during the French and Indian War, |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | and describe the course of action taken. | | delegate to the Continental Congresses, leader of Continental Army during the Revolution<br><br>The idea of self-government and representative government had already begun in the colonies<br>• Virginia: House of Burgesses<br><br>Colonists were frustrated they did not have representation in Parliament.<br>• They wrote to the King but after many attempts (see grievances in Declaration) the colonists declared Independence<br><br>Grievances against Great Britain consisted of:<br>• The quartering of soldiers<br>• Writs of assistance<br>• The closing of colonial legislatures<br><br>First and Second Continental Congresses played a large role in uniting the colonies. They also did the following:<br>• Addressing the Intolerable Acts<br>• Declaring independence<br>• Drafting the Articles of Confederation |
| **Unit 9:** The American Revolution and its Consequences | 22-24 | **5 – U3.2.1** Describe the advantages and disadvantages each side | **P1.1** Use appropriate strategies to read and interpret basic social science | **Skills:**<br>• Read, interpret and create timelines |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.<br><br>**5 – U3.2.2** Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.<br><br>**5 – U3.2.3** Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.<br><br>**5 – U3.2.4** Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries). | tables, graphs, graphics, maps, and texts.<br><br>**P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | • Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Continental Army<br>• Redcoats<br><br>**Key Content:**<br>The British redcoats were one of the most powerful armies in the world. The American colonists were at a major disadvantage.<br><br>Battles: Key Idea<br>• Lexington and Concord: Start<br>• Valley Forge: Hardships<br>• Battle of Saratoga: Turning point for American Continental Army thanks to help from the French<br>• Yorktown: British surrender<br>Use timeline to highlight order of the battles<br><br>Treaty of Paris<br>• Gives America control of everything from Atlantic Ocean to Mississippi River |
| **Unit 10:** Creating New Governments and a New Constitution | 25-28 | **5 – U3.3.1** Describe the powers of the national government and state governments under the Articles of Confederation.<br><br>**5 – U3.3.2** Give examples of problems the country | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.4** Identify point of view and bias. | **Skills:**<br>• Read and interpret charts<br>• Read, interpret and create timelines<br>• Compare and contrast<br>• Close read of primary sources<br>• Explain how evidence supports a claim (reasoning) |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | faced under the Articles of Confederation.<br><br>**5 – U3.3.3** Explain why the Constitutional Convention was convened and why the Constitution was written.<br><br>**5 – U3.3.4** Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.<br><br>**5 – U3.3.5** Give reasons why the Framers wanted to limit the power of government.<br><br>**5 – U3.3.6** Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.<br><br>**5 – U3.3.7** Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.<br><br>**5 – U3.3.8** Describe the rights of individuals | **P2.1** Use compelling and supporting questions to investigate social studies problems.<br><br>**P2.3** Use supporting questions to help answer compelling social studies questions.<br><br>**P2.4** Know how to find relevant evidence from a variety of sources.<br><br>**P2.5** Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.<br><br>**P3.1** State an issue as a question of public policy and discuss possible solutions from different perspectives.<br><br>**P3.2** Apply Democratic Values or Constitutional Principles to support a position on an issue.<br><br>**P4.1** Act out of the rule of law and hold others to the same standard.<br><br>**P4.2** Assess options for individuals and groups to | **Vocabulary:**<br>• Articles<br>• Confederation<br>• Constitution<br>• Compromise<br>• Congress<br>• Apportionment<br>• Framers<br>• Branches<br>• Checks and Balances<br>• Legislative branch<br>• Executive branch<br>• Judicial branch<br>• Bill of Rights<br>• Federalism<br>• Federalists<br>• Antifederalists<br>• Ratify<br>• Individual Rights<br>• Bill of Rights<br>• Enumerated Powers<br>• Reserved Powers<br><br>**Key Content:**<br>Articles of Confederation: America's first form of government.<br>• It was weak and ineffective to handle the problems facing the nation.<br>• Gave too much power to the states.<br>• No executive branch (president). |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution. | plan and conduct activities intended to advance views on matters of public policy.<br><br>**P4.3** Explain different strategies students and others could take to address problems and predict possible results.<br><br>**P4.4** Use democratic procedures to make decisions on civic issues in the school or classroom. | Problems facing the nation during the era of the Articles of Confederation:<br>• Lack of national army<br>• Competing currencies<br>• Reliance on state governments for money<br><br>In 1787 the Constitution is ratified and replaces the Articles of Confederation.<br><br>Ratifying the Constitution required many compromises.<br>• 3/5ths Compromise<br>• The Great Compromise: accepted ideas from both the Virginia Plan and New Jersey Plan<br><br>Virginia Plan:<br>• Favored large states<br>• Representation in Congress based on population<br><br>New Jersey Plan:<br>• Favored small states<br>• Representation in Congress would be equal for each state<br><br>Framers of the Constitution feared a strong executive; wanted to limit the power of the government. So they created:<br>• 3 branches of government with checks and balances |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • The Bill of Rights were added after the initial Constitution was passed<br><br>The 3 branches of government are:<br>• Executive Branch (President, Vice-President, Cabinet)<br>• Legislative Branch (Congress)<br>• Judicial Branch (The Supreme Court, Federal Courts, State Courts)<br><br>Federalism is the principle that the states and national government share power.<br>• This is reflected in the 10th amendment.<br>• Enumerated Powers: powers given to Congress in the Constitution<br>• Reserved Powers: powers given (reserved) for the states<br><br>Our constitution drew concepts from many founding documents and ideas:<br>• Mayflower Compact<br>• House of Burgesses<br>• Iroquois Confederacy<br><br>A group called the Anti-Federalists were against ratifying (passing) the Constitution. They were concerned about:<br>• Constitution creating too strong of a federal government |

| Unit | Week(s) | Content Standards | Process and Skills Standards | Key Content |
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| | | | | • protecting the rights of the people<br><br>The Bill of Rights were added to the Constitution<br>(the first 10 amendments)<br>• They protect the individual rights of the people. This includes Free Speech, Right to bear arms, etc. |

# Michigan 6th Grade Year at a Glance

| Interim | Unit |
|---|---|
| Interim 1 | North America |
| | South America |
| Interim 2 | Europe |
| | Asia |
| Interim 3 | Middle East |
| | Africa |
| | Australia |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|---|
| **Unit 1:** North America | Geography | 1-4 | **6 – G1.1.1** Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.<br><br>**6 – G1.1.2** Draw a sketch map, or add information to an outline map, of the world or a world region. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line | **Skills:**<br>• Read and interpret maps<br>  ○ Physical Feature Maps<br>  ○ Political Maps<br>  ○ Population maps<br>  ○ Label outline map of North America<br>• Read and interpret diagrams<br>• Close read of primary sources<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Location<br>• Relative location<br>• Absolute location<br>• Place | McGraw-Hill<br><br>Blank Outline Map Resource<br><br>Images located throughout Chapters 4-10<br><br>Chapter 2, Lessons 1-3<br><br>Chapter 3, Lesson 1<br><br>Chapter 4, Lessons 1-2 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|---|
| | | | **6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.<br><br>**6 – G1.2.4** Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.<br><br>**6 – G1.3.1** Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth | graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Human-Environment Interaction<br>• Movement<br>• Region<br>• Latitude<br>• Longitude<br>• Climate<br>• Arid<br>• Tectonic plates<br>• Adaption<br>• Modification<br>• Population Density<br>• Urban<br>• Rural<br>• Physical features<br>• Political features<br><br>**Key Concepts:**<br>**Overall Geographic Concepts:**<br>• Geographers use an inquiry-based process to study Earth and the ways people interact with it. This process involves asking geographic questions, acquiring geographic information, and organizing and analyzing the information to answer geographic questions.<br>• The five themes of geography provide a framework or tool for studying different places.<br>• The five themes are Location, Place, Human/Environment Interaction, Movement and Regions. A good way to remember this is MR. HELP | Chapter 5, Lesson 1 & 3<br><br>Chapter 6, Lessons 1 & 3<br><br>Chapter 7, Lessons 1-2 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|---|
| | | | **6 – G2.1.1** Locate and describe the basic patterns of landforms.<br><br>**6 – G2.1.2** Locate and describe the basic patterns and processes of plate tectonics.<br><br>**6 – G2.2.2** Explain how communities are affected positively or negatively by changes in technology<br><br>**6 – G2.2.3** Explain how culture and experience influence people's perceptions of places and regions.<br><br>**6 – G3.1.2** Explain the factors that cause different climate types.<br><br>**6 – G3.2.1** Locate major ecosystems and explain how and why | | (Movement, Region, Human/Environment Interaction, Location, and Place).<br>• Cultures change when people invent new things to address a problem or where they learn new ideas from people from other places<br>• Humans have impacted the environment in different places as a consequence of population and resource use<br>• different technologies can have positive and negative impacts on the environment<br>• The physical environment affects human activity and choices<br><br>**Geography Impacts Climate:**<br>• Low Latitude Nations tend to have warm summers and warm winters<br>• High Latitude Nations tend to have artic climates: cold winters, cool summers<br>• Arid Climates: dry/low precipitation<br>• Caribbean has hurricanes because of its location<br>• Death Valley: caused by the rain shadow effect and low elevation<br>• Tectonic Plates: Result in volcanoes (ex: Hawaii)<br><br>The natural features of a place present people with both | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.3.1** Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.<br><br>**6 – G4.3.2** Describe patterns of settlement and explain why people settle where | | opportunities and challenges for human survival.<br>• Different types of natural features affect how people meet basic needs such as food, clothing, and shelter.<br><br>Humans' ability to adapt and respond to different environmental conditions has resulted in a variety of ways in which people live.<br>• Adaption: humans adjust and change their lifestyle to suit the habitat in which they life<br>• Modification: humans alter natural landscapes for their own interests/needs<br>• Inuit of Greenland/Aleut of Alaska rely on animals for survival due to the cold weather<br>• Pacific Northwest American Indians lived around a lot of mountains, therefore travel by water was easier (adaptation)<br><br>**Population Density:**<br><br>• Population density refers to the number of people in a defined area such as square mile.<br>• People are not evenly distributed across the Earth. Some places on the Earth are densely populated and | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | they do and how people make their livings.<br><br>**6 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**6 – G4.4.2** Evaluate examples of cooperation and conflict within the region under study from different perspectives.<br><br>**6 – G5.1.1** Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology. | | some are sparsely populated.<br>• The distribution and density of people on Earth is related to differences in geographical features, resources, and the availability of things such as jobs, food, water, and transportation.<br><br>**Characteristics of Urban Areas:**<br>• hubs for transportation and communication<br>• centers for new and entertainment<br>• location of corporate headquarters<br>• The interstate highway system changed urban areas by allowing economic activity to move away from city centers<br><br>**Bering Bridge:** pre-historic land bridge that connected North America and Asia at what is now the Bering Strait. This land bridge is where the first human migration from Asia to the Americas occurred. | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|---|
| | | | **6 – G5.1.2** Explain how different technologies can have positive and negative impacts on the environment.<br><br>**6 – G5.1.3** Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. | | | |
| | Economics | 5-6 | **6 – E1.1.1** Explain how incentives and | **P1.1** Use appropriate strategies to read and interpret basic social | **Skills:**<br>• Read and interpret graphs<br>○ Bar graph | McGraw-Hill |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | disincentives in the market economy can change the decision-making process.<br><br>**6 – E3.1.1** Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?<br><br>**6 – E3.1.2** Compare and contrast the economic and ecological costs and benefits of different kinds of energy production. | science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information | ○ double bar graph<br>• Read and interpret diagrams<br>• Close read of primary sources<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Incentives<br>• Outsourcing<br>• Market economy<br>• Traditional economy<br>• Command economy<br>• Hydroelectric power<br>• Solar power<br>• Labor Union<br>• Public Good<br>• Private Good<br>• Imports<br>• Exports<br><br>**Key Content:**<br><br>**Overall Economic Concepts:**<br>• Because resources are scarce, societies must organize the production, distribution, and exchange of goods and services.<br>• The way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology. Changing economic systems. | Chapter 3, Lesson 3 & Global Connections Feature<br><br>Charts and Graphs in Resources<br><br>Chapter 4, Lesson 3 & What Do You Think Feature<br><br>Chapter 5, Lesson 3<br><br>Chapter 6, Lesson 3<br><br>Chapter 7, Lesson 3 |

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| | | | **6 – E3.3.2** Diagram or map the flow of materials, labor, and capital used to produce a consumer product.<br><br>**6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. | from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Societies organize to allocate resources to produce and distribute goods and services<br>• National governments make decisions that affect the national economy<br>• Individuals and businesses to specialize and trade<br><br>**Incentives:** what motivates an individual or a company to behave in a certain way.<br>• Examples: cheap labor costs, bonuses<br>• Incentives can change the decision- making process<br><br>**Outsourcing:** a business practice in which a company hires someone else to perform tasks, that had previously been done by the company's own employees.<br>• Improvements in communication technology has increased outsourcing to developing countries (ie call centers)<br><br>**Three Basic Economic Questions:**<br>• What goods and services will be produced?<br>• How will they be produced?<br>• For whom will they be produced? | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | | | **Market Economy:** an economic system where individuals answer the 3 basic economic question<br>• People run and own businesses<br>• Businesses produce goods and services<br><br>**Traditional Economy:** an economic system that relies on customs, history, and time-honored beliefs to answer the 3 basic economic questions<br><br>**Command Economy:** an economic system where the central government answers the 3 basic economic questions.<br><br>**Types of Energy:**<br>• Hydroelectric power: power generated by the force of falling water<br>• Solar Power: Solar energy is light, heat, and other forms of energy given off by the Sun. Solar energy can be collected and used to heat buildings and to make electricity.<br><br>**Labor Union:** a group of workers who come together to protect their working rights and working pay. | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | | | **Public Goods:** goods available for everyone to use, and if one person uses them it does not exclude others from using it<br>• Example: Interstate Freeway<br><br>**Imports and Exports:**<br>• Imports: goods a nation receives from another nation (Hint: Imports go Into the country)<br>• Exports: goods a nation sends/sells to other nations (Hint: EXports EXit the Country)<br>• Use charts and graphs to demonstrate imports and exports of nations in the Americas<br><br>Circular Flow Model | |
| | Civics and Government | 7-8 | **6 – C1.1.1** Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.<br><br>**6 – C3.6.2** Compare and contrast various forms of government around the world. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective. | **Skills:**<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Democracy<br>• Alliances<br><br>**Key Concepts:**<br>**Overall Government Concepts:**<br><br>• Governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian | McGraw-Hill<br><br>Chapter 3, Lesson 2<br><br>Chapter 4, Lesson 3<br><br>Chapter 6, Lesson 3 |

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| | | | **6 – C4.3.3** Analyze the impact of treaties, agreements, and international organizations on global issues. | **P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | aid, economic sanctions and incentives, military force, and the threat of force.<br>• Governments are structured to serve the people<br>• The major activities of government, include making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.<br>• Governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force<br><br>**Democracy:** government by the people; where laws and representatives are chosen by the citizens<br>• media is owned by citizens<br>Economic Alliances increase trade among member nations<br>• North American Free Trade Agreement (NAFTA)<br>Other International Alliances:<br>• Organization of the Petroleum Exporting Countries (OPEC): controls | |

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| | | | | | prices of oil throughout the world | |
| **Unit 2:** South America | Geography | 9-11 | **6 – G1.1.1** Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales<br><br>**6 – G1.1.2** Draw a sketch map, or add information to an outline map, of the world or a world region.<br><br>**6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.<br><br>**6 – G1.2.4** Use images as the basis | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, | **Skills:**<br>• Read and interpret maps<br>  ○ Political feature maps<br>  ○ Physical feature maps<br>  ○ Label an outline map of South America<br>• Read and interpret charts<br>• Close read of primary sources<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Ring of fire<br>• Continental plates<br>• Earthquake<br>• Volcano<br>• Hurricane<br>• Migration<br>• Refugee<br>• Push factor<br>• Pull factor<br>• Deforestation<br>• Coral bleaching<br>• Conservation<br>• Fracking<br>• Terracing<br>• Agriculture<br><br>**Key Content:**<br><br>**Geographic Skills in the Context of South America:** | Chapter 8, Lessons 1, 3 & Global Connections Feature<br><br>Chapter 9, Lesson 1-3<br><br>Chapter 10, Lesson 1 Lessons 1-2 |

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| | | | for answering geographic questions about the human and physical characteristics of places and major world regions.<br><br>**6 – G1.3.1** Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.<br><br>**6 – G2.1.1** Locate and describe the basic patterns of landforms.<br><br>**6 – G2.1.2** Locate and describe the basic patterns and processes of plate tectonics. | graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Looking for the significance of location<br>• Making comparisons among places and regions<br>• Identifying spatial patterns and comparing patterns<br>• Exploring how places and people are connected as well as how people are part of, use, and impact the environment.<br>• Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.<br><br>Continue to use 5 Themes of Geography:<br>• Location<br>• Place<br>• Movement<br>• Human-Environment Interaction<br>• Region<br><br>The location of continental plates and the ring of fire. Geographic processes include *plate movement, uplift, earthquake and volcanism*<br><br>**Geography Impacts Climate:**<br><br>• Caribbean region has a lot of hurricanes due to warm temperatures and oceans<br><br>**Human-Migration:** | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | **6 – G3.1.2** Explain the factors that cause different climate types.<br><br>**6 – G3.2.1** Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.2.1** Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread | | • Coastal and river towns in the past and present<br>• The location of mega-cities<br>• How people make their livings in different locations.<br>• Examples also include forced settlement and/or restrictions on resettlement.<br><br>**Types of Migrations:**<br><br>• Refugee migrations<br>• Economic migrations<br>• Seasonal migration<br>• Migrations from rural to urban.<br><br>**Why Humans Migrate:**<br><br>• <u>Push Factors:</u> are factors associated with the area of origin (You are moving because of something happening at your current location)<br>• <u>Pull Factors:</u> are factors that are associated with the area of destination (You are moving because of something occurring at your destination)<br><br>**Human-Environmental Interaction:** | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | ideas throughout the world.<br><br>**6 – G4.3.1** Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.<br><br>**6 – G4.3.2** Describe patterns of settlement and explain why people settle where they do and how people make their livings.<br><br>**6 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations. | | • How population pressure impacts deforestation in Brazil<br><br>• How coral bleaching is leading to reduced tourism in the Caribbean<br>• How earthquakes are leading to revised building codes<br>• How sea level rise is leading to coastal flooding and barrier construction.<br>• **Conservation:** The protection of things found in nature (protecting resources).<br>• **Deforestation:** the clearing or thinning of forests, the cause of which is normally implied to be human activity: destroys whole wildlife habitats in the region; slash and burn agriculture; Amazon Rainforest<br><br>**Technology and the Environment:**<br>**Energy examples**:<br>• Advantages and disadvantages of wind and solar power generation<br>• Fracking and tar sands mining (Argentina)<br><br>**Transportation examples**:<br>• Road and rail transportation | |

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| | | | **6 – G4.4.2** Evaluate examples of cooperation and conflict within the region under study from different perspectives.<br><br>**6 – G5.1.1** Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.<br><br>**6 – G5.1.2** Explain how different technologies can have positive and negative impacts on the environment.<br><br>**6 – G5.2.1** Analyze the effects that a | | • Expansion of cities<br><br>**Agricultural examples**<br>• Terracing<br>• Deforestation<br>• The use of pesticides and herbicides. | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. | | | |
| | Economics | 12 | **6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.<br><br>**6 – E3.1.2** Compare and contrast the economic and ecological costs and benefits of different kinds of energy production. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. | **Skills:**<br>• Read and interpret charts and graphs to analyze imports and exports<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Imports<br>• Exports<br>• Ecotourism<br>• Hydroelectricity<br><br>**Key Content:**<br>**Imports:** goods a nation receives from another nation (Hint: Imports go Into the country)<br><br>**Exports:** goods a nation sends/sells to other nations (Hint: EXports EXit the Country) | Chapter 8, Lesson 3<br><br>Chapter 9, Lesson 3<br><br>Chapter 10, Lesson 3 |

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| | | | | **P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts. | • Make geographic connections: *Why does South America export coffee to the United States?*<br><br>Costa Rica's ecotourism and use of hydroelectric plants for energy production | |
| | Civics and Government | 13 | **6 – C1.1.1** Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.<br><br>**6 – C3.6.2** Compare and contrast various forms of government around the world. | **P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple | **Skills:**<br>• Compare and contrast concepts<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• States<br>• Nation-states<br>• Dictatorship<br><br>**Key Content:**<br>**Purposes To Government:**<br>• Protecting individual rights<br>• Promoting the common good<br>• Providing economic security<br>• Molding the character of citizens<br>• Promoting a particular religion.<br>• Keeping an ethnic group or party in power<br><br>**Governments may include those of:**<br>• Nation-states | Chapter 8, Lesson 2 |

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| | | | | perspectives to analyze issues.<br><br>**P3.1** Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions. | • Newly independent states<br>• Emerging states<br>• Other governmental entities such as tribal governments.<br><br>**Dictatorship:** a form of government in which a person or a small group rules with almost unlimited power<br>• government owns most media | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| Unit 3: Europe | Geography | 14-15 | **6 – G1.1.2** Draw a sketch map, or add information to an outline map, of the world or a world region.<br><br>**6 – G1.2.2** Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line | **Skills:**<br>• Read and interpret maps<br>  ○ political feature maps<br>  ○ physical feature maps<br>  ○ population maps<br>  ○ historical maps<br>  ○ label outline map of Europe<br>  ○ compare and contrast maps<br>• Read and interpret population pyramids<br>• Read and interpret graphs<br>  ○ pie graph<br>• Close read of primary sources<br>• Gather evidence from multiple sources | McGraw-Hill<br><br>Chapter 11, Lesson 1 & 3<br><br>Chapter 12, Lesson 1 & 3<br><br>Chapter 13, Lesson 1 & 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | **6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.<br><br>**6 – G1.2.4** Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.<br><br>**6 – G1.2.5** Locate and use information from GIS and satellite remote sensing to answer geographic questions.<br><br>**6 – G1.3.2** Explain the different ways in which places are connected and how those | graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues.<br><br>**P3.3** Construct arguments expressing and justifying decisions on public policy issues supported with evidence. | • Write a claim based off of evidence<br><br>**Vocabulary:**<br>• cultural diffusion<br>• colonization<br><br>**Key Content**<br>Incorporate review of map skills using maps of Europe:<br>• On flat maps high latitude areas are distorted in size<br>• Using scales to find distance between locations<br>• Use Google Earth or other on-line tool<br><br>**Human Characteristics/Culture Overview:**<br><br>• Culture is the mix of values, beliefs, behaviors, and material objects that reflect the way of life of a particular nation or group of people.<br>• Components of culture include food, music, art, architecture, rituals, ideas, language, and family structure.<br>• Cultural components in a given culture have connections to geography and history.<br>• Cultural components can be categorized according to | |

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| | | | connections demonstrate interdependence and accessibility.<br><br>**6 – G2.2.1** Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.<br><br>**6 – G2.2.4** Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.<br><br>**6 – G2.2.5** Generalize about how human and natural factors have influenced how people | **P4.3** Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy. | economic, social, political, aesthetic, and values/beliefs functions.<br>• Although there are a huge variety of cultures on Earth, they all share cultural universals such as the need for shelter, raising children in some sort of family setting, and playing games<br><br>**Cultural Diffusion:** When people share an object or idea and it spreads to other cultures<br><br>• Culture is diffused, or spread, through factors such as migration, trade, conflict and technology. (Ex: American Cola's drunk throughout Europe; fast-food chains in Asia)<br>• European Colonization influenced culture in other regions. For example:<br>• Portuguese is the official language of Brazil<br>• Parliamentary Democracy in India<br><br>River systems helped Europe develop the way that it did.<br><br>Coal and Oil have had a negative impact on the environment of Europe | |

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| | | | make a living and perform other activities in a place.<br><br>**6 – G3.2.1** Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical | | **Global problems** are problems that affect the whole of the Earth and potentially all of the people who live on it.<br>• Some problems may be considered global because solving them requires the cooperation of many regions and people in order to solve them.<br>• Some global problems are related to population, migration, and urbanization.<br>• Global problems are often interconnected or linked together. For example, rapid urbanization is connected to environmental problems such as air pollution.<br><br>Humans use technology to make places more suitable for humans<br><br>European Examples: systems of canals and pumps in the Netherlands creates more dry land for human use<br><br>European Migration Examples:<br>• Irish Potato Famine resulted in mass migration of Irish to North America | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. | | | |
| | Economics | 16-17 | **6 – E1.1.1** Explain how incentives and disincentives in the market economy can change the decision-making process.<br><br>**6 – E2.3.1** Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.<br><br>**6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, | **Skills:**<br>• Read and interpret charts and graphs<br>  ○ European imports and exports<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Economics<br>• Economic system<br>• Production<br>• Consumption<br>• Sanctions<br><br>**Key Content:**<br>**Economics** is the study of how people choose to use resources to produce or consume goods and services to meet their wants and needs<br>• Economists study the production, distribution, and consumption of goods and services. | McGraw-Hill<br><br>Chapter 11, Lesson 3<br><br>Chapter 12, Lesson 3<br><br>Chapter 13, Lesson 2 |

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| | | | | graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • An **economic system** is a way in which a society organizes the production, consumption, and distribution of goods and services.<br><br>**Purpose of Sanctions:**<br>• The change undesirable behavior<br>• limit opportunities for undesirable behavior<br>• deter other countries to choose an undesirable course of action | |
| | Civics and Government | 18-19 | **6 – C3.6.1** Define the characteristics of modern nation-states.<br><br>**6 – C3.6.2** Compare and contrast various forms of government around the world.<br><br>**6 – C4.3.2** Explain the challenges to governments to address global issues, and the international cooperation needed to do so. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems. | **Skills:**<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• international organizations<br>• parliamentary system<br>• dictatorships<br>• oligarchies<br>• theocracies<br>• coalition government<br>• alliances<br><br>**Key Content:**<br>Governments work on global issues using trading, agreements and international organizations<br><br>**Parliamentary Systems:** | McGraw-Hill<br><br>Chapter 11, Lesson 3<br><br>Chapter 12, Lesson 3<br><br>Chapter 13, Lesson 3 |

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| | | | **6 – C4.3.3** Analyze the impact of treaties, agreements, and international organizations on global issues. | **P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Coalition Government: when, in parliamentary systems, no single party gains a majority<br><br>Economic Alliances increase trade and reduces economic barriers among member nations<br>• European Union (EU)<br><br>Paris Climate Accord:<br>• Goal: strengthen the global response to climate change | |
| Unit 4: Asia | Geography | 20-21 | **6 – G1.1.2** Draw a sketch map, or add information to an outline map, of the world or a world region.<br><br>**6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, | **Skills:**<br>• Read and interpret maps<br>  ○ political feature maps<br>  ○ physical feature maps<br>  ○ population maps<br>  ○ historical maps<br>  ○ label outline map of Asia<br>  ○ compare and contrast historical maps<br>• Close read of primary sources<br>• Read and interpret graphs<br>  ○ Climograph<br>• Gather evidence from multiple sources | McGraw-Hill<br><br>Chapter 14, Lesson 1, 3 & Global Connections Feature<br><br>Chapter 15, Lesson 1 & 3<br><br>Chapter 16, Lesson 1 & 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | of the region under study.<br><br>**6 – G1.2.4** Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.<br><br>**6 – G2.1.2** Locate and describe the basic patterns and processes of plate tectonics.<br><br>**6 – G2.2.1** Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.<br><br>**6 – G2.2.2** Explain how communities are | and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Hinduism<br>• Dharma<br>• Cultural Diffusion<br>• Monsoons<br>• Tsunami<br>• Urbanization<br><br>**Key Content:**<br>Incorporate review of map skills using maps of Asia:<br>• On flat maps high latitude areas are distorted in size<br>• Using scales to find distance between locations<br><br>**Hinduism:**<br>• Believers are expected to fulfill their dharma for a favorable reincarnation<br>• Dharma is the spiritual law for human beings. It is the way of goodness, truth, and duty. For example, for a youth, a big part of dharma is to be a good student<br><br>**Cultural Diffusion:** When people share an object or idea and it spreads to other cultures<br>• Culture is diffused, or spread, through factors such as migration, trade, conflict and technology. | |

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| | | | affected positively or negatively by changes in technology<br><br>**6 – G2.2.4** Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.<br><br>**6 – G2.2.5** Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.<br><br>**6 – G3.1.1** Interpret and compare climographs from different latitudes and locations. | | (Ex: fast-food chains in Asia)<br>• European Colonization influenced culture in other regions. For example:<br>• Parliamentary Democracy in India<br><br>**Natural processes** can be related to air, water, earth, or fire. Societies throughout time have referred to these as the four elements to explain their natural world.<br>• When natural physical processes are unpredictable and result in extreme events, they are considered natural hazards. Some examples of natural hazards are tornadoes, tsunamis, tropical cyclones, earthquakes, volcanic eruptions, floods, droughts, landslides, and wildfires<br>• Monsoons in India<br>• tectonic plate colliding create mountains (for example: Himalayan Mountains)<br>Physical Features can have an impact on human behavior in history:<br>• **For example:** Gupta Empire - Himalaya Mountains to the east | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | **6 – G3.2.1** Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.3.1** Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences. | | prohibited expansion further into Europe.<br><br>**Global problems** are problems that affect the whole of the Earth and potentially all of the people who live on it.<br>• Some problems may be considered global because solving them requires the cooperation of many regions and people in order to solve them.<br>• Some global problems are related to population, migration, and urbanization.<br>• Global problems are often interconnected or linked together. For example, rapid urbanization is connected to environmental problems such as air pollution.<br><br>Humans use technology to make places more suitable for humans:<br>• Asian Example: terrace farming creates flat land in mountainous regions<br>• Technologies to monitor natural disasters (Ex: Deep-ocean tsunami detection buoys) | |

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| | | | **6 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**6 – G5.1.1** Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.<br><br>**6 – G5.1.2** Explain how different technologies can have positive and negative impacts on the environment.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical environment could | | | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | have on human activities and the actions people would be required to make (or would choose to make) in response to the change.<br><br>**6 – G5.2.2** Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. | | | |
| | Economics | 22-23 | **6 – E1.1.1** Explain how incentives and disincentives in the market economy can change the decision-making process.<br><br>**6 – E2.3.1** Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.<br><br>**6 – E3.3.1** Use charts and graphs to compare imports and | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting | **Skills:**<br>• Read and interpret charts and graphs<br>  ○ Pie graph<br>  ○ Asian imports and exports<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• International trade<br>• Sanctions<br>• Incentives<br>• Disincentives<br><br>**Key Content:**<br>**Purpose of Sanctions:** | <u>McGraw-Hill:</u><br><br>Chapter 14, Lesson 3<br><br>Chapter 15, Lesson 3<br><br>Chapter 16, Lesson 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | exports of different countries in the world and propose generalizations about patterns of economic interdependence.<br><br>**6 – E3.3.3** Explain how communication innovations have affected economic interactions and where and how people work. | questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • The change undesirable behavior<br>• limit opportunities for undesirable behavior<br>• deter other countries to choose an undesirable course of action<br><br>International Trade can lead to the growth of urban areas as they become hubs of international trade (Example: Hong Kong)<br><br>**Incentives/Disincentives:**<br>• Acquiring money, profit, and goods;<br>• Wanting to avoid loss of position in society<br>• Job placement<br>• Taxes on cigarettes to discourage smoking<br>• Raising prices to increase profit. | |
| | Civics and Government | 24-25 | **6 – C3.6.1** Define the characteristics of modern nation-states.<br><br>**6 – C4.3.2** Explain the challenges to governments to address global issues, and the international | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line | **Skills:**<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Territory<br>• Jurisdiction<br>**Key Content:**<br>**Characteristics of a modern nation-state:**<br>• A specific territory | <u>McGraw-Hill:</u><br><br>Chapter 14, Lesson 3<br><br>Chapter 15, Lesson 3<br><br>Chapter 16, Lesson 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | cooperation needed to do so.<br><br>**6 – C4.3.3** Analyze the impact of treaties, agreements, and international organizations on global issues. | graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Clearly defined boundaries<br>• Citizens, collect taxes and provide services<br>• Jurisdiction over people who reside there<br>• Laws<br>• Government | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| **Unit 5:** Middle East | Geography | 26-27 | **6 – G1.1.2** Draw a sketch map, or add information to an | **P1.1** Use appropriate strategies to read and interpret basic social science tables, | **Skills:**<br>• Read and interpret maps<br>  ○ Political feature maps | McGraw-Hill:<br><br>Chapter 17, Lesson 1 & 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | outline map, of the world or a world region.<br><br>**6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.<br><br>**6 – G4.1.2** Compare and contrast the gender roles assigned to men and women in different societies<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.3.1** Explain how people have modified the | graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources. | ○ Physical feature maps<br>○ Population maps<br>○ Label an outline map of the Middle East<br>• Read and interpret graphs<br>○ Bar graphs<br>• Close-Read of primary sources<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Deserts<br>• Limited resources<br>• Oil<br>• Desalination plants<br>• Conflict<br><br>**Key Content:**<br>Use Middle Eastern specific examples of how physical geography impacts culture:<br>• The physical geography of a region, climate and weather phenomena affect people living in different regions.<br>• The values, beliefs, behaviors, tools and other material objects people use are influenced by their physical environment | Chapter 18, Lesson 1 & 3 |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences<br><br>**6 – G4.3.2** Describe patterns of settlement and explain why people settle where they do and how people make their livings.<br><br>**6 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**6 – G4.4.1** Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, | **P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • **Example:** deserts contain populations of people who move to find resources<br><br>Use specific Middle Eastern examples of Human-Environmental Interaction within the following ideas:<br>• humans influence their environment and are also influenced by their environment<br>• Under the theme of human-environment interaction, geographers investigate how people use, adapt to, and modify the environment.<br>• Human-environment interactions take place at all spatial scales from the local to the global.<br>• Global problems such as climate change, deforestation, pollution, and resource depletion can be investigated through the geographic theme of human-environment interaction<br>• The extraction and utilization of one natural resource often occurs at the expense of another natural resource (oil)<br>• **Examples:** oil, dams and desalination plants to address scarcity of freshwater | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | wealth, and cultural diversity).<br><br>**6 – G4.4.2** Evaluate examples of cooperation and conflict within the region under study from different perspectives.<br><br>**6 – G5.1.1** Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.<br><br>**6 – G5.1.3** Analyze ways in which human-induced changes in the physical environment in one place can cause | | **Conflict:**<br>• Different groups have claims over Palestine | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | changes in other places.<br><br>**6 – G5.1.4** Define natural resources and explain how people in different places use, define, and acquire resources in different ways.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change. | | | |
| | Economics | 28 | **6 – E1.1.1** Explain how incentives and disincentives in the market economy can change the decision-making process. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for | **Skills:**<br>• Identify cause and effect<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:** | |

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| | | | **6 – E2.3.1** Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.<br><br>**6 – E3.1.1** Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?<br><br>**6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. | point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple | • Supply<br>• Demand<br>• Sanctions<br>• OPEC<br><br>**Key Content:**<br>Price of oil rises → price of gas rises → transportation costs rise → cost of goods rise → households consume fewer goods<br><br>implications of economic sanctions on all countries involved | |

| Unit | Topic | Week(s) | Content Standards | Process and Skills Standards (Embed into Unit) | Key Content | Curricular Tool |
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| | | | | perspectives to analyze issues. | | |
| | Civics and Government | 29 | **6 – C3.6.2** Compare and contrast various forms of government around the world.<br><br>**6 – C4.3.1** Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.<br><br>**6 – C4.3.2** Explain the challenges to governments to address global issues, and the international cooperation needed to do so. | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, | **Skills:**<br>• Read and interpret charts Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br>•<br><br>**Vocabulary:**<br>• Democracy<br>• Parliamentary System<br>• Dictatorship<br>• Oligarchy<br>• Theocracies<br>• Refugees<br><br>**Key Content:**<br>**Examples of the following types of governments:**<br>• Democracies<br>• Parliamentary systems<br>• Dictatorships<br>• Oligarchies<br>• Theocracies<br><br>International cooperation needed to help solve the European Refugee Crises.<br>• Conditions in Afghanistan and Syria have led to the crises | |

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| | | | | graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | **Organization of Petroleum Exporting Countries (OPEC):**<br>• Controls the global distribution of oil | |

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| **Unit 6:** Africa | Geography | 30-31 | **6 – G1.1.2** Draw a sketch map, or add information to an outline map, of the world or a world region.<br><br>**6 – G1.2.1** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.<br><br>**6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study. | | **Skills:**<br>• Read and interpret maps<br>  ○ Political feature maps<br>  ○ Physical feature maps<br>  ○ Population maps<br>  ○ Climate maps<br>  ○ Historical maps<br>  ○ Label an outline map of Africa<br>• Read and interpret charts<br>• Read and interpret graphs<br>  ○ Pie graph<br>  ○ Bar graphs (double bar graphs)<br>• Close-read of primary/secondary sources<br>• Compare and contrast concepts<br>  ○ Example: historical maps<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Climate<br>• Tropical wet<br>• Tropical dry<br>• Arid<br>• Semi-arid<br>• Tropical rainforest<br>• Savanna<br>• Grassland<br>• Desert<br>• Temperate forest<br>• Coniferous forest | <u>McGraw-Hill</u><br><br>Chapter 19, Lesson 1-3<br><br>Chapter 20, Lesson 1-3 & Global Connections Feature<br><br>Chapter 21, Lesson 1-3 & What Do You Think Feature<br><br>Chapter 22, Lesson 1<br><br>Chapter 23, Lesson 1-2 |

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| | | | **6 – G1.2.6** Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.<br><br>**6 – G2.1.3** Locate and describe the characteristics and patterns of major world climates and ecosystems.<br><br>**6 – G2.2.1** Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.<br><br>**6 – G3.2.1** Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, | | • Tundra<br>• Colonization<br>• Soil degradation<br>• Deforestation<br>• Epidemics<br>• Apartheid<br><br>**Key Content:**<br>**World Climates include:**<br>• Tropical wet and tropical wet-dry<br>• Arid and semi-arid<br><br>**Ecosystems include**:<br>• Tropical rain forest<br>• Savanna<br>• Grassland<br>• Desert<br>• Temperate and coniferous forests<br>• Tundra<br>• Oceans<br>• Ice caps.<br><br>**African Colonization:**<br>• Modern languages spoken in Africa are a result of colonization<br>• Colonization led to conflict and political instability in Africa<br><br>**Human-Environment Interaction:**<br>• Modifying environment to make it more suitable for humans: Irrigating deserts | |

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| | | | land-forms, location, and human activity.<br><br>**6 - G4.1.1** Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.3.1** Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences. | | or clearing forests for agriculture<br>• Green Belt Movement in Kenya<br>• Overgrazing in Africa has led to soil degradation<br>• Desertification in sub-Saharan Africa<br><br>**Epidemics impact economic growth:**<br>• AIDS epidemic<br>• Ebola<br><br>**Patterns of Settlement:**<br>• coastal and river towns in the past and present<br>• The Sahara limits the movement of people in North Africa<br>• how people make their livings in different locations.<br>• **Examples also include:** forced settlement and/or restrictions on resettlement<br>• how drought in Africa and Syria is leading to emigration<br><br>**Cooperation in the region:**<br>• cooperation efforts to stop the spread of diseases among populations<br>• stopping apartheid in South Africa | |

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| | | | **6 – G4.3.2** Describe patterns of settlement and explain why people settle where they do and how people make their livings.<br><br>**6 – G4.4.1** Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).<br><br>**6 - G4.4.2** Evaluate examples of cooperation and conflict within the region under study from different perspectives<br><br>**6 – G5.1.1** Describe examples of how humans have impacted and are continuing to impact the environment in | | | |

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| | | | different places as a consequence of population size, resource use, level of consumption, and technology.<br><br>**6 – G5.1.3** Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.<br><br>**6 – G5.1.4** Define natural resources and explain how people in different places use, define, and acquire resources in different ways.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to | | | |

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| | | | make) in response to the change. | | | |
| | Economics | 32 | **6 – E2.3.1** Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.<br><br>**6 – E3.1.1** Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?<br><br>**6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence. | | **Skills:**<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• sanctions<br>• traditional economy<br>• specialization<br><br>**Key Content:**<br>implications of economic sanctions on African countries<br><br>Traditional Economies can lead to specialization.<br>• **Example:** Basket weaving in Zimbabwe | McGraw-Hill<br><br>Charts and Graphs in Resources<br><br>Chapter 19, Lesson 3<br><br>Chapter 20, Lesson 3<br><br>Chapter 21, Lesson 3<br><br>Chapter 22, Lesson 3<br><br>Chapter 23, Lesson 3 |

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| | Civics and Government | 33 | **6 – C3.6.2** Compare and contrast various forms of government around the world.<br><br>**6 – C4.3.1** Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.<br><br>**6 – C4.3.2** Explain the challenges to governments to address global issues, and the international cooperation needed to do so. | | **Skills:**<br>• Read and interpret charts<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Democracies<br>• Parliamentary systems<br>• Dictatorships<br>• Oligarchies<br>• Theocracies<br>• Refugee<br><br>**Key Content:**<br>**Examples of the following governments in Africa:**<br>• Democracies<br>• Parliamentary systems<br>• Dictatorships<br>• Oligarchies<br>• Theocracies<br><br>International cooperation needed to help solve the European Refugee Crises.<br><br>• Conditions in South Sudan have led to the crises | McGraw-Hill<br><br>Charts and Graphs in Resources<br><br>Chapter 19, Lesson 3<br><br>Chapter 20, Lesson 3<br><br>Chapter 21, Lesson 3<br><br>Chapter 22, Lesson 3<br><br>Chapter 23, Lesson 3 |
| **Unit 7:** Australia | Geography | 34-35 | **6 – G1.2.1** Apply the skills of geographic inquiry (asking | | **Skills:**<br>• Close read of primary sources<br>• Read and interpret charts | McGraw-Hill<br><br>Chapter 24, Lesson 1-3 & |

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| and New Zealand | | | geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue<br><br>**6 – G1.2.3** Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.<br><br>**6 – G2.1.3** Locate and describe the characteristics and patterns of major world climates and ecosystems.<br><br>**6 – G4.3.1** Explain how people have modified the environment and used | | • Read and interpret maps<br>  ○ Physical feature maps<br>  ○ Political feature maps<br>  ○ Population maps<br>  ○ Label an outline map of Australia and New Zealand<br>• Read and interpret graphs<br>  ○ Bar graphs (double bar graphs)<br>• Close read of primary sources<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Tropical wet<br>• Tropical dry<br>• Arid<br>• Semi-arid<br>• Sub-tropical<br>• Continental (climate)<br>• Arctic<br>• Savanna<br>• Grassland<br>• Tundra<br>• Aboriginal peoples<br>• Climate change<br>• Ocean acidification<br>• Coral bleaching<br>• Invasive species<br><br>**World Climates include:** | Global Connections Feature |

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| | | | technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.<br><br>**6 – G4.3.2** Describe patterns of settlement and explain why people settle where they do and how people make their livings.<br><br>**6 – G4.1.3** Describe cultures of the region being studied, including the major languages and religions.<br><br>**6 – G4.1.4** Explain how culture influences the daily lives of people.<br><br>**6 – G4.4.1** Identify factors that contribute to cooperation and conflict between and among cultural groups | | • Tropical wet and tropical wet-dry<br>• Arid and semi-arid<br>• Sub-tropical<br>• continental<br>• Arctic climate<br><br>**Ecosystems include**:<br>• Savanna<br>• Grassland<br>• Desert<br>• Tundra<br>• Oceans<br><br>**Human Movement in the context of Australia:**<br><br>• coastal and river towns in the past and present<br>• how people make their livings in different locations.<br>• forced settlement and/or restrictions on resettlement<br><br>Discrimination against aboriginal peoples<br><br>**Global Issues of Region:**<br><br>• climate change and ocean acidification have led to the bleaching of coral reefs<br>• invasive species | |

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| | | | (control/use of natural resources, power, wealth, and cultural diversity).<br><br>**6 - G4.4.2** Evaluate examples of cooperation and conflict within the region under study from different perspectives.<br><br>**6 – G5.1.3** Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.<br><br>**6 – G5.1.4** Define natural resources and explain how people in different places use, define, and acquire resources in different ways.<br><br>**6 – G5.2.1** Analyze the effects that a change in the physical | | | |

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| | | | environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.<br><br>**6 – G6.1.1** Identify global issues.<br><br>**6 – G6.1.2** Investigate a contemporary global issue by applying the skills of geographic inquiry.<br><br>**6 – G6.1.3** Develop a plan for action: • share and discuss findings of research and issue analysis in group discussions and debates. • compose a persuasive essay justifying a position with a reasoned argument. • develop an action plan to address or inform others about the | | | |

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| | | | issue, at local to global scales. | | | |
| | Economics | 36 | **6 – E3.3.1** Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.<br><br>**6 – E3.3.2** Diagram or map the flow of materials, labor, and capital used to produce a consumer product. | | **Skills:**<br>• Read and interpret charts and graphs<br>  ○ Australia/New Zealand imports and exports<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Global Supply Chain<br><br>**Key Content:**<br>Global Supply Chain | McGraw-Hill<br><br>Chapter 24, Lesson 3 |
| | Civics and Government | 37 | **6 – C4.3.2** Explain the challenges to governments to address global issues, and the international cooperation needed to do so. | | **Skills:**<br>• Read and interpret charts<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Parliamentary Democracy<br><br>**Key Content:**<br>Government reaction to the impacts of climate change | McGraw-Hill<br><br>Chapter 24, Lesson 3 |

# Michigan 7th Grade Social Studies Year at a Glance

| Interim | Units |
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| Interim 1 | Foundations of Historical Thinking |
| | Era 1 The Beginnings of Human Society |
| | Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples |
| Interim 2 | Era 3 Classical Traditions |
| | World Religions |
| Interim 3 | Investigation and Analysis |
| | Case Studies from Three Continents<br>Europe, Africa, North America to 1500s |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| **Unit 1:**<br>Foundations of Historical Thinking | 1-3 | **7 – H1.1.1** Compare and contrast several different calendar systems used in the past and present and their cultural significance.<br><br>**7 – H1.2.1** Explain how historians use a variety of sources to explore the past.<br><br>**7 – H1.2.5** Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes. | **Geography Standards**<br><br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P2.2** Evaluate data presented in social | **Skills:**<br>• Read and interpret maps<br>• Close read a variety of secondary sources<br>• Gather evidence from multiple sources<br>• Compare and Contrast<br><br>**Vocabulary:**<br>• Primary source<br>• Secondary source<br>• Artifacts<br>• Narratives<br>• Technology<br>• Radiocarbon dating<br>• DNA Analysis<br>• Inquiry<br>• Cause and effect<br>• Sundial<br>• Lunar<br>• Solar<br>• Gregorian calendar | McGraw-Hill<br><br>Chapter 1, Lessons 1-2 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | science tables, graphs, graphics, maps, and texts. | • BC<br>• AD<br>• Contemporary Secular<br>• BCE<br>• CE<br>• Chinese<br>• Hebrew<br>• Islamic/Hijri<br><br>**Key Content:**<br>**Primary v. Secondary Sources:**<br>• Primary Sources: are original records of historical periods or events made by people during an event. These sources give you first-hand, or 'eye witness', information about things that happened in the past because the authors were actually there.<br>• Secondary Sources: a source that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching<br><br>Historians use a variety of sources to explore the past:<br>• Artifacts<br>• Narratives<br>• Technology<br>• Historical maps<br>• Visual/mathematical quantitative data<br>• Radiocarbon dating<br>• DNA Analysis<br><br>Throughout history different calendar systems have been used. | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | | • These calendars help us study history | |
| **Unit 2:** Era 1 The Beginnings of Human Society | 4-6 | **7 – W1.1.1** Explain how and when human communities populated major regions of the world and adapted to a variety of environments.<br><br>**7 – W1.1.2** Explain what archaeologists have learned about Paleolithic and Neolithic societies.<br><br>**7 – W1.2.1** Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).<br><br>**7 – W1.2.2** Explain the importance of the natural environment in the development of agricultural settlements in different locations.<br><br>**7 – W1.2.3** Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to | **Geography Standards**<br>**7 – G4.2.1** Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.<br><br>**7 – G4.3.1** Explain how people in the past have modified the environment and used technology to make places more suitable for humans.<br><br>**7 – G4.3.2** Describe patterns of settlement and explain why people settled where they did.<br><br>**7 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**History Standards** | **Era 1:** Hunters-Gatherers and Agricultural Revolution<br>**Skills:**<br>• Close read of a variety of secondary sources<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Migration<br>• Bering Bridge<br>• Paleolithic Era<br>• Pictographs<br>• Hunter-gatherers<br>• Nomads<br>• Foraging<br>• Technology<br>• Neolithic Era<br>• Agricultural Revolution<br>• Agriculture<br>• Domesticate<br>• Surplus<br>• Irrigation<br>• Fertile soil<br>• Precipitation<br><br>**Key Content:**<br>**Human Migration:**<br>• Human migration took thousands of years. As humans migrated, they learned to live in more varied environments such as deserts and dense forests | McGraw-Hill<br><br>Chapter 3, Lessons 1-2 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | hunter-gatherer societies). | **7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.<br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.3** Express social | • <u>Bering Bridge:</u> early humans migrated from Asia to North America, eventually migrated throughout the Americas<br><br>**Paleolithic Era:**<br><br>• Artifacts such as tools and art help us understand some characteristics of Paleolithic societies.<br>• Cave Drawings/pictographs help archeologists speculate about daily life in the Paleolithic Era<br>• The behaviors of modern foraging societies can help us understand what life was like in the Paleolithic Age.<br>• Hunter-gatherers lived a nomadic life in pursuit of animals.<br>• Technology, tools and methods to perform tasks, were developed during Paleolithic Era<br>**Transition From Paleolithic Era to Neolithic Era:**<br>• The end of the Paleolithic Era coincided with the last Ice Age, and by this time, humans had spread across most of the earth.<br>• The end of the last Ice Age is known as the Great Thaw, occurring about 10,000 years ago, and it generated warmer, wetter, and more productive climates.<br>• These changes marked one of the major turning points in human history, a gradual shift from a time when all humans gathered their food (foraging) to one in which most humans produced their food | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | (agriculture).<br><br>**Neolithic Era:**<br>• Settled agriculture appeared independently in several different regions of the world that were well suited for farming because of environmental factors and population patterns. However, some groups remained foragers (in fact foragers still exist today).<br>• Domestication of plants and animals was the first step in the agricultural revolution<br>• First agriculture, and therefore first civilizations, developed in river valleys<br>• Impacts of Farming: food surpluses, development of villages/permanent settlements, development of trade, increased population<br>• Characteristics of the Neolithic Era: villages, farmers, personal possessions/property, domestic animals<br><br>Required in the natural environment for agriculture to occur:<br>• Available water for irrigation<br>• Adequate precipitation<br>• Fertile soil<br>• Locally available plants and animals<br>• Adequate growing seasons<br><br>Technology such as aqueducts, irrigation systems made it possible to expand settlements in arid locations (ex: Egypt, Sumer) | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| **Unit 3:** Era 2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples | 7-10 | **7 – W2.1.1** Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.<br><br>**7 – W2.1.2** Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).<br><br>**7 – W2.1.3** Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations.<br><br>**7 – W2.1.4** Examine early civilizations to describe their common features, including environment, economies, and social institutions.<br><br>**7 – W2.1.5** Define the concept of cultural diffusion and explain how ideas and technology spread from one | **Geography Standards**<br><br>**7 – G4.2.1** Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.<br><br>**7 – G4.3.1** Explain how people in the past have modified the environment and used technology to make places more suitable for humans.<br><br>**7 – G4.3.2** Describe patterns of settlement and explain why people settled where they did.<br><br>**7 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br><br>**7 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural | **Era 2:** Sumer/Mesopotamia, ancient Egypt, Indus River Valley, China (Shang and Zhou Dynasties)<br>**Skills:**<br>• Read and interpret maps<br>  ○ Physical feature maps<br>  ○ Historical civilizations maps<br>• Close read a variety of secondary sources<br>• Read and interpret diagrams<br>• Write outlines to organize big ideas<br>• Read and interpret charts<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Agrarian<br>• Physical words<br>• Abstract words<br>• Civilization<br>• Specialization<br>• Cultivation<br>• City-states<br>• Hammurabi's Code<br>• Cuneiform<br>• Social structure<br>• Hieroglyphics<br>• Drought<br>• Monsoons<br>• Oracle bones<br>• Cultural diffusion<br>• Pastoralism<br><br>**Key Content:**<br>**Development of Language:**<br>• Standardization of physical and | McGraw-Hill<br><br>Chapter 4, Lesson 1<br><br>Chapter 5, Lesson 1-2<br><br>Chapter 9, Lesson 1<br><br>Chapter 10, Lesson 1 & 3 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | region to another.<br><br>**7 – W2.1.6** Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. | groups<br><br>**7 – G4.4.2** Describe examples of cooperation and conflict in the era being studied.<br><br>**7 – G5.1.1** Describe examples of how humans modified the environment in the era being studied.<br><br>**7 – G5.1.2** Explain how different technologies were used in the era being studied.<br><br>**7 – G5.1.3** Explain how people defined and used natural resources in the era being studied<br>**History Standards**<br>**7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the | abstract words<br>○ Examples of Physical Words: rock, bird<br>○ Examples of Abstract words: love, fear<br>• Non-verbal communication began with pictographs transitioned to abstract writing<br>• Non-verbal communication was used in civilizations for the following purposes:<br>○ Governmental administration<br>○ Laws<br>○ Codes<br>○ History<br>○ Artistic expressions (poetry, stories etc.)<br><br>**Agrarian Civilizations:** The rise of agriculture enabled people to settle in villages since they didn't have to search for food. As more people decided to live in communities, villages grew larger. In time, they became cities.<br>• Characteristics of Agrarian Civilizations:<br>○ Seasonal harvests<br>○ Specialized crops<br>○ Cultivation<br>○ Development of villages and towns<br>○ Food surpluses<br>○ New technology<br>○ Advanced social organization<br>○ Complex government systems<br>○ Complex writing systems<br>○ Job Specialization | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | development, and what consequences or outcomes followed.<br><br>**7 – H1.2.5** Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.<br><br>**7 – H1.4.1** Describe and use cultural institutions to study an era and a region.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.<br><br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, | **Sumer/Mesopotamia:**<br>• Natural environment was good for agriculture:<br>  ○ Tigris and Euphrates Rivers<br>  ○ Fertile Crescent<br>  ○ Floods leading to fertile soil<br>• Natural environment challenges:<br>  ○ Floods<br>  ○ Drought<br>  ○ Lack of resources<br>• Sumer: a region in southern Mesopotamia<br>  ○ Most historians think this is the first civilization<br>  ○ Rose about 3000 B.C.<br>  ○ Sumerians invented writing by 3000 B.C. to meet the needs of business.<br>  ○ City-states were the form of government throughout Sumer.<br>  ○ Hammurabi created one of the first codes of law (Hammurabi's Code)<br>• Technology:<br>  ○ Irrigation systems<br>  ○ Sumerians invented the wheel and the plow.<br><br>**Egypt:**<br>• Natural Environment was good for agriculture:<br>  ○ Nile River<br>  ○ Floods lead to fertile soil and irrigated crops<br>• Other benefits of the Nile River: | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address | ○ Manly large cities developed along it<br>○ Nile River served as a transportation route<br>• **Social Pyramid:** hierarchical society<br>• **Hieroglyphics:** writing system in Ancient Egypt<br><br>**Indus River Valley Civilization/Ancient India:**<br>• Natural Environment:<br>○ The Indus River Valley<br>○ Himalayan Mountains<br>○ Monsoons<br>• Social Structure:<br>○ Aryans were divided into social classes based on their occupations<br><br>**Ancient China:**<br>• Rivers:<br>○ Huang He<br>○ Yangtze<br>• Yangtze River:<br>○ Used for trade<br>○ Used for transportation<br>• **Oracle Bones:** Early writing on oracle bones used for divination<br><br>**These civilizations have things in common:**<br>• Environment Similarities:<br>○ The Nile, Tigris/Euphrates and Indus river civilizations (all in deserts)<br>• Identify similarities between civilizations in these other areas:<br>○ Ways of governing<br>○ Stable food supplies | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | issues at different times and places. | ○ Economic and social structures<br>○ Use of resources and technology<br>○ Division of labor<br>○ Forms of communication<br><br>**<u>Cultural Diffusion:</u>** The process of spreading ideas, languages and customs from one culture to another.<br>• **Examples of cultural diffusion:**<br>○ The spread of iron, agriculture and cultural elements<br>• **When discussion cultural diffusion identify the following:**<br>○ The innovation<br>○ How it is being spread<br>○ Who the adopters are<br>○ The intended/unintended consequences of the innovation<br>○<br>**Pastoralism:** social organization based on livestock raising as the primary economic activity. Pastoral societies are found in:<br>• Steppes of Central Asia<br>• The savannas of East Africa<br>• The tundra of norther Eurasia<br>• Mountains of Tibet and South America<br><br>**Cultural Institutions include:**<br>• Political and economic institutions<br>• Religion and beliefs<br>• Science and technology<br>• Written language | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | | • Education<br>• Family structure | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| **Unit 4:** Era 3 Classical Traditions | 11-17 | **7 – W3.1.1** Describe the characteristics that classical civilizations share.<br><br>**7 – W3.1.2** Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.<br><br>**7 – W3.1.3** Compare and contrast the defining characteristics of a city-state, civilization, and empire.<br><br>**7 – W3.1.4** Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.<br><br>**7 – W3.1.5** Describe major achievements from Indian, | **Geography Standards**<br><br>**7 – G1.2.1** Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations<br><br>**7 – G1.2.2** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.<br><br>**7 – G4.2.1** Identify and describe the advantages, | **Era 3:** ancient Greece, ancient Rome, ancient China (Han and Qin Dynasties), the Incan Empire<br><br>**Skills:**<br>• read and interpret maps<br>  ○ trade routes<br>  ○ historical<br>  ○ physical features<br>• Use physical feature maps of ancient civilizations to highlight geographic characteristics.<br>• Read and analyze case studies<br>• read and interpret diagrams<br>• close read a variety of secondary sources<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• central government<br>• empire<br>• legal codes<br>• Justinian Code<br>• city-state<br>• monarchy<br>• oligarchy<br>• democracy<br>• silk road<br>• cultural diffusion<br>• terrace farming | <u>McGraw-Hill:</u><br><br>Chapter 7, Lessons 1-4<br><br>Chapter 8, Lessons 1-4<br><br>Chapter 10, Lesson 3<br><br>Chapter 11, Lessons 3-4<br><br>Chapter 12, Lesson 1-3<br><br>Chapter 16, Lesson 2 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.<br><br>**7 – W3.1.6** Use historic and modern maps to locate and describe trade networks linking empires in the classical era.<br><br>**7 – W3.1.7** Use a case study to describe how trade integrated cultures and influenced the economy within empires.<br><br>**7 – W3.1.8** Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.<br><br>**7 – W3.1.9** Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.<br><br>**7 – W3.1.10** Create a timeline that illustrates the rise and fall of classical | disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.<br><br>**7 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups.<br><br>**7 – G4.4.2** Describe examples of cooperation and conflict in the era being studied.<br><br>**7 – G5.1.1** Describe examples of how humans modified the environment in the era being studied.<br><br>**7 – G5.1.2** Explain how different technologies were used in the era being studied.<br><br>**7 – G5.1.3** Explain how people defined and used natural resources in the era being studied. | • Incan road<br><br>**Key Content:**<br><br>**Characteristics of a Classical Civilization:**<br>• Central Government/Complex Governments<br>• Art and Architecture<br>• Roads, Bridges and Temples<br>• Organized Religion<br>• System of Writing<br>• More advanced technology<br><br><u>Major Achievements of Classical Civilizations:</u> inventions, technologies, government, ideas<br><br>**Classical Governments:**<br>• Although these cities shared the same culture, they developed their own governments, each with its own rulers.<br>• <u>Legal Codes:</u> Justinian Code (Byzantine Empire)<br>• Each city and the surrounding land it controlled formed a city-state. A city-state functioned much as an independent country does today.<br>• Taxations used to support the growth of empires<br><br>**Greek Government:**<br>• Instead of being a unified country due to its mountainous geography, Greece was organized into separate city- | |

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| | | empires during the classical period.<br><br>**7 – W3.1.11** Explain the role of economics in shaping the development of classical civilizations and empires. | **History Standards**<br><br>**7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.<br><br>**7 – H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.<br><br>**7 – H1.2.4** Compare and evaluate differing historical perspectives based on evidence.<br><br>**7 – H1.2.5** Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple | states<br>• The city-state of Athens developed democracy, which is rule by the people<br>• Greek city-states had various types of government: monarchy, oligarchy, and direct democracy<br>• Athens developed limited, direct democracy<br>• Western politics of republican government referenced Greek democracy<br><br>**Trade:**<br>Demand for raw materials and luxury goods lead to an increase in long distance trade (Han Dynasty with the Silk Road, Ancient Rome trade routes throughout Europe/Mediterranean Sea)<br>○ **Rome:** trade routes throughout Europe (Roman Roads) and the Mediterranean Sea<br>○ **Han Dynasty in China:** Silk Road<br><br>A vigorous trade developed in the Roman Empire<br>• A common currency united the empire<br><br>**Silk Road:** China was part of a huge global trade network<br>• Be sure to use maps to demonstrate the route<br>• called Silk Road because traders carried silk and other goods on caravan trails.<br>• The trails stretched westward | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | causes.<br><br>**7 – H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.<br><br>**7 – H1.4.1** Describe and use cultural institutions to study an era and a region.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.<br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of | from China through central Asia to Mesopotamia and Europe<br>○ Because these trails stretched across two continents, Europe and Asia, they were also called trans-Eurasian.<br>• <u>Impact of the Silk Road:</u> Cultural Diffusion<br>• The demand for goods like spices, tea, and silk grew with the formation of the silk road<br><br>**Ancient Greece Geography Connections:**<br>• The sea linked the regions of Greece to each other and to foreign regions. Sea trade became common.<br>• Greek land was rocky, so only about 20 to 30 percent of it was good for farming. Even so, more than half of all Greeks were farmers or herders. Most farmland was located in the valleys between mountains<br>• The Greeks became skilled sailors and shipbuilders. They built rowing ships for fighting and sailing ships for trading<br><br>**Ancient Rome Geography Connections:**<br>• For Rome, the Tiber river provided a source of water for farming and drinking. Later, the river provided a route for travel and trade. Small ships could sail up the Tiber to Rome and down the Tiber to the Mediterranean. | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | • The river also offered protection from invaders, since Rome was located away from the mouth of the sea<br><br>**Ancient China Geography Connections:**<br>• Terrace Farming<br><br>**Inca Geography Connections:**<br>• Terrace Farming<br>• Mountains have large impact on development of empire (ie Incan Road)<br><br>**Cultural Institutions include:**<br>• Political and economic institutions<br>• Religion and beliefs<br>• Science and technology<br>• Written language<br>• Education<br>• Family structure | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| **Unit 5:** World Religions | 18-19 | **7 – W3.2.1** Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.<br><br>**7 – W3.2.2** Locate the geographical center of major religions and map the spread through 1500 CE. | **Geography Standards**<br><br>**History Standards**<br>**7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.<br><br>**7 – H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.<br><br>**7 – H1.2.4** Compare and evaluate differing historical perspectives based on evidence.<br><br>**7 – H1.2.6** Identify the role of the individual in history and the significance of one | **Skills:**<br>• Use maps to demonstrate the spread of major religions<br>• Compare and contrast<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Hinduism<br>• Judaism<br>• Buddhism<br>• Christianity<br>• Confucianism<br>• Sikhism<br>• Islam<br>• Monotheism<br>• Polytheism<br>• Protestantism<br><br>**Key Content:**<br>Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism, and Islam grew and their significance<br><br>**Monotheism:** the belief in a single all-powerful god, as opposed to religions that believe in multiple gods<br>• Religions: Judaism, Christianity, Islam<br><br>**Comparing Among Religions**:<br>• Major figures<br>• Sacred texts | McGraw-Hill<br><br>Chapter 6, Lessons 1 & 3<br><br>Chapter 9, Lesson 2<br><br>Chapter 10, Lesson 2 & 3<br><br>Chapter 13, Lesson 1-3<br><br>Chapter 14, Lesson 1 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | person's ideas.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.<br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, | • basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic)<br><br>**Case studies:**<br>Continuity of local indigenous belief systems or animistic religions<br><br>**Comparisons** with religious traditions that developed after 1500 CE such as Protestantism. | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | pie charts, maps, and images.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| **Unit 6:** Investigation and Analysis | 20-22 | **7 – G3.1.1** Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action | **Geography Standards**<br><br>**History Standards**<br>**7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning | **Please Note:** This would be a great place to do an inquiry-based lesson<br>**Skills:**<br>• read and interpret maps<br>○ historical maps<br>○ natural resource maps | McGraw-Hill:<br><br>Chapters 1-12, 17 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.<br><br>**7 – H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.<br><br>**7 – H1.2.4** Compare and evaluate differing historical perspectives based on evidence<br><br>**7 – H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long | ○ physical feature maps<br>• compare and contrast<br>• Gather evidence from multiple sources<br>• Write a claim based from evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• inquiry<br>• open-ended questions<br>• closed-ended questions<br><br>**Key Content:**<br><br>**Era 1 Examples may include but are not limited to:**<br>population growth and resources (investigate how population growth affects resource availability) and migration (the significance of migrations of peoples and the resulting benefits and challenges).<br>• How does population growth affect resource availability?<br>• What were significant migrations of peoples and the resulting benefits and challenges?<br><br>**Era 2 Examples may include but are not limited to:**<br>agriculture (investigate the development of different forms of | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | ago and today.<br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social | early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture.<br><br>**Era 3 Examples may include but are not limited to:** trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).<br>Describe the impact of trade and trade routes | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | | |
| **Unit 7:** Case Studies from Three Continents Europe, Africa, North America to 1500s | 23-28 | **7 – W4.1.1** Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium<br><br>**7 – W4.1.2** Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.<br><br>**7 – W4.1.3** North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500. | **Geography Standards**<br>**7 – G1.2.1** Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations<br><br>**7 – G1.2.2** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or | **Era 4:** Byzantium Empire, early African Empires and Indigenous Peoples of North America<br><br>**Please Note:** Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8<br>**Skills:**<br>• read and interpret maps<br>  ○ historical maps<br>  ○ natural resource maps<br>  ○ physical feature maps<br>• compare and contrast<br>• close read of primary sources<br>• close read a variety of secondary sources<br>• read, interpret and create timelines<br>• Gather evidence from multiple sources | McGraw-Hill<br>Chapter 12, Lessons 2-3<br><br>Chapter 15<br><br>Chapter 16<br><br>Chapter 20, Lessons 1-2<br><br>Chapter 21 |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | issue<br><br>**7 – G1.2.3** Use, interpret, and create maps and graphs representing places and regions in the era being studied.<br><br>**7 – G1.2.4** Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.<br><br>**7 – G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups.<br><br>**7 – G4.4.2** Describe examples of cooperation and conflict in the era being studied<br><br>**7 – G5.1.1** Describe examples of how humans modified the environment in the era being studied.<br><br>**7 – G5.1.2** Explain how different technologies were used in the era | • Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Exploration<br>• The Dresden Codex<br>• Renaissance<br>• Indigenous Peoples<br><br>**Crises in the Classical World:**<br>• the fall of Rome<br>• collapse of the Mayans - *The Maya created a civilization of city-states and thrived in Mesoamerica's rain forest. What led to the collapse of this powerful civilization?*<br>• **Mayans:** The Dresden Codex<br>• **demise of the Incan Empire:** Francisco Pizarro<br>• **Renaissance in Europe:** a period of great innovation of science, art, philosophy and politics; began in Italy since the Italian city-states were unified as a nation under the Pope<br>• How did the Age of Exploration lead to the demise of indigenous civilizations in the Americas?<br><br>**North America to 1500 CE:**<br>• Describe the culture and economy of Indigenous | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | being studied.<br><br>**7 – G5.1.3** Explain how people defined and used natural resources in the era being studied<br><br>**7 – G4.3.1** Explain how people in the past have modified the environment and used technology to make places more suitable for humans.<br><br>**7 – G4.3.2** Describe patterns of settlement and explain why people settled where they did.<br><br>**7 – G4.3.3** Explain the patterns, causes, and consequences of major human migrations.<br>**History Standards**<br>**7 – H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or | Peoples in North America prior to 1500<br>• **Aztecs:** Chinampas were a series of canals and artificial islands used for agriculture in a watery environment<br><br>**Indigenous Peoples in North America:**<br>• Eastern Woodland (Iroquois, Anishinaabek)<br>• Southeast (Cherokee, Seminole)<br>• Middle America/Mexico (Aztec)<br>• Southwest (Navajo, Apache)<br>• Northwest (Salish, Muckleshoot)<br>• Great Plains (Lakota, Blackfeet)<br><br>**Africa to 1500 CE:**<br>• Comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations (ex: establishing economies based on trade)<br>• Interpreting maps of the Trans-Saharan trade in gold and salt.<br>• How did trade integrate cultures within early African empires? - Aksum, Ghana, Mali, or Songhai civilizations<br>• **Mansa Musa:** ruler during the golden age of Mali<br>• **Shonghai Empire** and the collapse of Mali Empire<br>• The fall of the Songhai Empire<br>• Sugar Plantations in the | |

| Unit | Week(s) | Content Standards | Standards to Embed Into Unit | Key Content | Curricular Tool |
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| | | | outcomes followed.<br><br>**7 – H1.2.3** Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.<br><br>**7 – H1.2.4** Compare and evaluate differing historical perspectives based on evidence.<br><br>**7– H1.4.2** Describe and use themes of history to study patterns of change and continuity.<br><br>**7 – H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.<br>**Process and Skills Standards**<br>**P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of | Americas led to the use of enslaved persons from West Africa<br><br>**Please Note:** This is a good unit to incorporate inquiry-based activities | |

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| | | | view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | | |

# Michigan 8th Grade Year at a Glance

| Interim | Units |
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| Interim 1 | Creating New Governments and a New Constitution |
| Interim 2 | Challenges to an Emerging Nation |
| | Regional and Economic Growth |
| | Reform Movements |
| Interim 3 | The Coming of the Civil War |
| | Civil War |
| | Reconstruction |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| **Unit 1:** Creating New Governments and a New Constitution | 1-9 | **F1.1** Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:<br>• colonial ideas about government.<br>• experiences with self-government<br><br>**F1.2** Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing:<br><br>• colonists' views of Government<br>. • their reasons for separating | **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and | **Big Idea:** Colonists decided to declare their independence from Britain economic, political and social freedoms<br><br>**Skills:**<br>• Close read of primary sources<br>• Read, interpret and create timelines<br>• Read and interpret charts<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources<br><br>**Vocabulary:**<br>• Limited government<br>• Republicanism<br>• Individual rights<br>• Natural rights<br>• Common Good | McGraw-Hill<br>Chapter 3, Lessons 1-4<br><br>Chapter 4, Lessons 1-4<br><br>Chapter 5, Lessons 1-4<br><br>Chapter 7, Lessons 1-4<br><br>Chapter 8, Lessons 1 & 2 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | from Great Britain.<br><br>**F1.3** Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:<br><br>• establishment of an independent republican government.<br>• creation of the Articles of Confederation.<br>• changing views on freedom and equality.<br>• concerns over the distribution of power within government, between government and the governed, and among people.<br><br>**8 – U3.3.1** Explain the reasons for the adoption and subsequent failure of the Articles of Confederation.<br><br>**8 – U3.3.2** Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.<br><br>**8 – U3.3.3** Describe the major | texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | • Representative Government<br>• Right to Revolution<br>• Social compact<br>• Grievances<br>• Federalists<br>• Anti-Federalist<br>• Constitution,<br>• Central Government<br>• Federal Government<br>• Federalism<br>• Bicameral<br>• Amendment<br>• Legislative Branch<br>• Executive Branch<br>• Judicial Branch<br>• Apportionment<br><br>**Documents:**<br>• The Mayflower Compact<br>• Iroquois Confederacy<br>• Common Sense<br>• Declaration of Independence<br>• Northwest Ordinance<br>• Federalist Papers<br><br>**Key Content:**<br>**Colonial Ideas about Government:**<br>• limited government<br>• republicanism<br>• protecting individual rights<br>• promoting the common good<br>• representative government<br>• natural rights<br>• right to revolution<br>• Social Compact | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue<br><br>**8 – U3.3.4** Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.<br><br>**8 – U3.3.5** Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states | | **Experiences with Self-Government:**<br>• House of Burgesses<br>• Town meetings<br><br>**Reasons for Declaring Independence:**<br>• Changing interactions with the royal government of Great Britain after the French and Indian War<br>• Grievances the colonists had against the British rule and King George (ie Economic Policies: Sugar Act, Tea Act, Quartering Act, Stamp Act)<br><br>**Articles of Confederation:**<br>Drafters purposely created a weak central government because:<br>• Of their experience with Great Britain<br>• They viewed each state as an independent political unit<br><br>Challenges the nation faced during the Articles of Confederation:<br>• Economic Issues: currency, inflation<br>• Shay's Rebellion<br>• Northwest Territory: a series of land ordinance culminating with the Northwest Ordinance<br><br>The Northwest Ordinance (1787) | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | ratified the Constitution.<br><br>**8 – U3.3.6** Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.<br><br>**8 – U3.3.7** Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. | | created an orderly procedure for establishing territories and applying for statehood:<br>• Territories could apply for statehood once the population achieved 60,000.<br>• New states would be equal to the original 13 states.<br>• Citizens would have the same freedoms, rights, and protections as the citizens of the original 13 states.<br>• Slavery was prohibited.<br><br>**Constitutional Convention:** Debates of the Constitutional Convention:<br>• Apportionment: how many representatives should each state receive?<br><br>Constitutional Convention Compromises:<br>• Great Compromise<br>• 3/5ths Compromise<br><br><u>Federalists:</u> pro-Constitution<br>• Federalist Arguments:<br>○ Strong Central Government needed to provide order and stability<br><br><u>Anti-Federalists:</u> Against the Constitution<br>• Anti-Federalist arguments:<br>○ Original Draft did not | |

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| | | | | contain a Bill of Rights. Bill of Rights was needed to protect individuals freedoms from the federal government<br><br>**The Constitution:**<br>Constitutional Principles:<br>• Checks and Balances<br>• Popular Sovereignty ("We the people…")<br>• Separation of Power<br><br>Constitution increased the power of the national government – fear of abuse of power.<br><br>Bill of Rights:<br>• 1st Amendment Freedoms (religion, press, assembly, speech, petition)<br>• 2nd Amendment (bear arms)<br>• 4th amendment (protect against unreasonable search and seizures, warrant) | |

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| **Unit 2:** Challenges to an Emerging Nation | 10-13 | **8 – U4.1.1** Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced.<br><br>**8 – U4.1.2** Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties.<br><br>**8 – U4.1.3** Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.<br><br>**8 – U4.1.4** Establishing a National Judiciary and its Power – use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review. | **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues.<br><br>**P3.4** Explain the challenges people have faced and actions they | **Skills:**<br>• Close read of primary documents<br>  ○ Washington's Farewell Address<br>  ○ Excerpts from Jay's Treaty<br>• Close read of secondary sources<br>• Read and interpret diagrams<br>• Read and interpret maps<br>  ○ Political maps<br>• Read and interpret charts<br>• Read, interpret and create timelines<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Neutral<br>• Foreign relations<br>• Political Parties<br>• Democratic Republican<br>• Federalist<br>• Economics<br>• Impressment<br>• Judicial review<br><br>**Key Content:**<br>Washington's Farewell Address:<br>• stay neutral in foreign relations | <u>McGraw-Hill:</u><br><br>Chapter 9, Lessons 2-3<br><br>Chapter 10, Lessons 1-4<br><br>Chapter 11, Lesson 3<br><br>Chapter 12, Lessons 1-3 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | | have taken to address issues at different times and places. | • avoid political parties (political factions)<br>• stay out of debt<br>• establish limits on executive power<br><br>Louisiana Purchase<br><br>Use the following treaties/events to demonstrate how the US's relationship with other nations evolved during this era:<br>• Jay's Treaty (1795)<br>• The French Revolution,<br>• Pinckney's Treaty (1795)<br>• Louisiana Purchase<br>• War of 1812<br>• Monroe Doctrine<br>• Adams-Onis Treaty (1819)<br><br>War of 1812<br>• Causes: impressment<br>• During the war: alliance between American Indians and Great Britain<br>• Result: established the US as a viable nation<br><br>**Political Conflict:** Democratic-Republicans v Federalists/Jefferson v Hamilton<br><br>Democratic Republicans/Jefferson:<br>• Against strong central | |

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| | | | | government; wanted strong state governments (therefore, against Hamilton's Economic Plan)<br><br>Use the following events to highlight the differences between Democratic-Republicans and Federalists during this era:<br>• Hamilton's Economic Plan:<br>○ Centralized economic power and made national government stronger<br>○ 1st National Bank<br>• The Whiskey Rebellion<br>• Alien and Sedition Acts/XYZ Affair<br>• Foreign Relations (See treaties/events listed above)<br><br>*Marbury v Madison*<br>• Established judicial review | |
| **Unit 3:** Regional and Economic Growth | 14-16 | **8 – U4.2.1** Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary | **Skills:**<br>• Read and interpret charts<br>• Compare and contrast regions<br>• Read and interpret diagrams<br>• Read, interpret and create timelines<br>• Read and interpret maps<br>• Identify cause and effect | McGraw-Hill:<br><br>Chapter 10, Lesson 2<br><br>Chapter 11, Lesson 2 & 3 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | climate, and the development of: • agriculture, including changes in productivity, technology, supply and demand, and price. • industry, including the entrepreneurial development of new industries, such as textiles. • the labor force, including labor incentives and changes in labor forces. • transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices. • immigration and the growth of nativism. • race relations. • class relations.<br><br>**8 – U4.2.2** The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.<br><br>**8 – U4.2.3** Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. | and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.3** Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places. | • Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Cotton gin<br>• Plantations<br>• Factories<br>• Immigration<br>• Enslaved persons<br>• Indian Removal Act<br>• Trail of Tears<br><br>**Key Content:**<br>Southern States:<br>• Economy: Agriculture – Plantations<br>• Geography: fertile soil, mild climate, log growing season<br>• Cotton Gin: Quickly separated the seeds from the fibers of the cotton→ cotton cheaper to produce→ demand for cotton increases→ more cotton is grown→ more slaves needed<br><br>Northern/Northeastern States:<br>• Economy: Industry – Factories (Early 1800's saw the transition from cottage industries to factories)<br>• Geography: Fast-Flowing Rivers | Chapter 13, Lessons 1,3 & 4<br><br>Chapter 14, Lessons 1- 4<br><br>Chapter 16, Lessons 1 & 2 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | **8 – U4.2.4** Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states. | | Western States:<br>• Economy: Mining<br>• Geography: Mountains, Metal Ores, Minerals<br><br>The Midwest:<br>• Immigrants settled in Midwest to establish small farms<br><br>When discussing regions be sure to stress how the geography influences the economy.<br><br>Slavery:<br>• The economic demands of the plantation system required slavery and the continuation of the transatlantic slave trade<br><br>Indian Removal:<br>• Indian Removal Act of 1830: contrary to American ideal of justice<br>• *Worcester v Georgia:* Jackson ignores the Supreme Court Ruling<br>• Trail of Tears (Cherokee)<br>• Trail of Death (Potawatomi)<br>• Treaty of Chicago (1833)<br>• Treaty of Fort Wayne (1809)<br><br>Manifest Destiny:<br>• Economic Motivations: new | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | | | markets, inexpensive farmland, gold<br>• Election of James K. Polk<br><br>Mexican-American War:<br>• Causes: Texas admitted to Union as slave state<br>• Results: US acquires California | |
| **Unit 4:** Reform Movements | 17-18 | **8 – U4.3.1** Explain the origins of the American education system.<br><br>**8 – U4.3.2** Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.<br><br>**8 – U4.3.3** Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.<br><br>**8 – U4.3.4** Analyze the goals and effects of the antebellum temperance | **P3.1** Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.<br><br>**P3.2** Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.<br><br>**P3.3** Construct arguments expressing and justifying decisions on public policy issues supported with evidence.<br><br>**P3.4** Explain the challenges people have | **Skills:**<br>• Compare and contrast<br>• Close read of primary documents<br>• Read, interpret and create timelines<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br><br>**Vocabulary:**<br>• Reform<br>• Suffrage<br>• Temperance<br>• Abolition<br>• Underground Railroad<br><br>**Documents:**<br>• Seneca Falls Declaration of Sentiments<br>• Declaration of Independence (review)<br>• Elizabeth Cady Stanton's Address on Women's Rights (September 1848) | McGraw-Hill<br>Chapter 15, Lessons 1-3<br><br>Chapter 16, Lessons 1 & 2 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | **8 – U4.3.5** Investigate the role of religion in shaping antebellum reform movements | faced and actions they have taken to address issues at different times and places.<br><br>**P4.2** Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.<br><br>**P4.3** Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy. | **Key Content:**<br><u>Education Reform:</u> describe the contributions of the following people on the American education system:<br>• Benjamin Franklin<br>• Benjamin Rush<br>• Noah Webster<br>• Horace Mann<br><br>Women's Rights/Suffrage Movement<br>• Seneca Falls Convention (1848)<br>• Compare Seneca Falls Declaration of Sentiments to the Declaration of Independence.<br>• Important figures include:<br>  ○ Susan B. Anthony<br>  ○ Elizabeth Cady Stanton<br><br>Temperance Movement: supported the total abstinence of alcohol<br>• Led by American Temperance Society<br><br>Abolitionist Movement: the movement to abolish, or end, slavery. Important figures include:<br>• Frederick Douglass; anti-slavery newspaper *The* | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | | | *North Star*<br>• Harriet Tubman; Underground Railroad<br>• John Brown; armed resistance<br>• Sojourner Truth<br>• Maria Stewart<br>• William Lloyd Garrison | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| **Unit 5:** The Coming of the Civil War | 19-23 | **8 – U5.1.1** Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.<br><br>**8 – U5.1.2** Describe the impact of the Northwest Ordinance on the expansion of slavery.<br><br>**8 – U5.1.3** Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.<br><br>**8 – U5.1.4** Draw conclusions about why the following | **P1.1** Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.<br><br>**P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to | **Skills:**<br>• Close read of primary sources<br>• Read, interpret and create timelines<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Nullification<br>• Popular Sovereignty<br>• Revolt<br>• Sectionalism<br>• Nationalism<br>• Federalism<br>• State rights | <u>McGraw-Hill:</u><br>Chapter 7, Lesson 1 & 2<br><br>Chapter 10, Lesson 3<br><br>Chapter 11, Lesson 3<br><br>Chapter 12, Lessons 1 & 3<br><br>Chapter 14, Lesson 4<br><br>Chapter 15, Lesson 2<br><br>Chapter 16, |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | increased sectional tensions:<br><br>• the Missouri Compromise (1820).<br>• the Wilmot Proviso (1846).<br>• the Compromise of 1850, including the Fugitive Slave Act.<br>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas.<br>• the Dred Scott v. Sandford decision (1857).<br>• changes in the party system.<br><br>**8 – U5.1.5** Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.<br><br>**8 – U5.1.6** Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War. | investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | **Key Content:**<br>Northwest Ordinance established free states (including Michigan)<br><br>The following politicians had competing views on the nature of the union:<br>• John C. Calhoun<br>• Daniel Webster<br>• Henry Clay<br><br>Henry Clay:<br>• Politician known as "The Great Compromiser"<br>• Created the Missouri Compromise, Compromise of 1850 and the compromise that ended the nullification crisis<br><br>Missouri Compromise:<br>• Admitted Missouri as a slave state & Maine as a free state<br>• Prohibited slavery north of Missouri maintaining balance between free and slave states in Congress<br><br>Compromise of 1850:<br>• Preserved balance of free and slave states<br>• Said that congress would not regulate slavery in territories.<br>• California becomes a free state | Lessons 1 – 3 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|
| | | | | • No slave trade in D.C.<br>• Popular Sovereignty in Mexican Session<br><br>Dred Scott Decision:<br>• Declared that African Americans did not have citizenship rights and that they were property.<br>• Slavery was also made legal in all territories.<br><br>Changes in the Party System:<br>• The death of the Whig Party<br>• Rise of the Republican Party<br>• Division of the Democratic Party<br><br>Resistance and Rebellion of Enslaved Persons:<br>• Louisiana revolt (1811)<br>• 1816 - Fort Blount revolt (1816)<br>• Nat Turner's revolt (1831)<br>• The Underground Railroad (1831-1862)<br>• Fredrick Douglass escapes and publishes his autobiography (1838)<br>• Harper's Ferry Attack (1859) | |
| **Unit 6:** Civil War | 24-28 | **8 – U5.2.1** Discuss the social, political, economic, and cultural reasons for secession.<br><br>**8 – U5.2.2** Make an argument to explain the reasons why the | **P1.4** Present an argument supported with evidence.<br><br>**P2.1** Use compelling and supporting questions to | **Skills:**<br>• Close read of primary sources<br>  ○ Gettysburg Address<br>• Read and interpret diagrams<br>• Gather evidence from multiple sources | McGraw-Hill:<br><br>Chapter 16, Lesson 3<br><br>Chapter 17, |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | North won the Civil War by considering the following: • critical events and battles in the war. • the political and military leadership of the North and South. • respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.<br><br>**8 – U5.2.3** Examine Abraham Lincoln's presidency with respect to: • his military and political leadership. • the evolution of his emancipation policy (including the Emancipation Proclamation). • The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.<br><br>**8 – U5.2.4** Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.<br><br>**8 – U5.2.5** Construct generalizations about how the war affected combatants, | investigate social scientific problems.<br><br>**P2.2** Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>**P2.3** Know how to find, organize, and interpret information from a variety of sources.<br><br>**P2.4** Use resources in multiple forms and from multiple perspectives to analyze issues. | • Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Secession<br>• Regiment<br>• Emancipation<br>• Union<br>• Confederacy<br><br>**Key Content:**<br>Arguments over slavery, states rights and sectionalism<br><br>Secession:<br><br>• The withdrawal of eleven southern states from the Union in 1860, leading to the Civil War<br>• South Carolina was the first to seceded from the Union.<br>• In January and February 1861, six more southern states also seceded from the Union<br><br>Union (North) Advantages:<br>• One *advantage* was that the *North* had more resources than the South.<br>• The *North* had more people, more minerals, more factories, more miles of railroad tracks, and more | Lessons 1 - 5 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments. | | ships than the South had.<br>• These *advantages* helped the Union army when they were fighting the Confederate army<br><br>The 54th Massachusetts ***Regiment*** was the first military unit consisting of black soldiers in the North during the Civil War.<br>• William Carney- African American received Congressional Medal of Honor; member of 54th regiment of Massachusetts<br><br>Emancipation Proclamation:<br>• President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863.<br>• The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free.<br>• It encouraged African Americans to fight for the Union.<br>• Strengthened the Union and shifted the focus of the war to freedom for all<br><br>Gettysburg Address:<br>• The Gettysburg Address was delivered by Lincoln at the site of on of the bloodiest | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | | | battles in the Civil War.<br>• In it, he invoked the principles of human equality contained in the Declaration of Independence and connected the sacrifices of the Civil War with the desire for "a new birth of freedom," as well as the all-important preservation of the Union created in 1776 and its ideal of self-government | |
| **Unit 7:** Reconstruction | 29-31 | **8 – U5.3.1** Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.<br><br>**8 – U5.3.2** Describe the early responses to the end of the Civil War by describing: • the policies of the Freedmen's Bureau. • the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.<br><br>**8 – U5.3.3** Describe the new role of African-Americans in | **P1.2** Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.<br><br>**P3.1** Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.<br><br>**P3.2** Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional | **Skills:**<br>• Gather evidence from multiple sources<br>• Write a claim based off of evidence<br>• Explain how evidence supports a claim (reasoning)<br><br>**Vocabulary:**<br>• Reconstruction<br>• Radical Republicans<br>• Black codes<br>• Freedman<br>• Poll tax<br>• Assassination<br>• Segregation<br><br>**Key Content:**<br>Andrew Johnson was the president during Reconstruction after Lincoln was assassinated. | McGraw-Hill:<br><br>Chapter 17, Lesson 1<br><br>Chapter 18, Lessons 1-5 |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
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| | | local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.<br><br>**8 – U5.3.4** Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.<br><br>**8 – U5.3.5** Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans. | Principles to develop and refine claims.<br><br>**P3.3** Construct arguments expressing and justifying decisions on public policy issues supported with evidence.<br><br>**P3.4** Explain the challenges people have faced and actions they have taken to address issues at different times and places | The Freedman's Bureau was established in 1865 by Congress to help millions of former black slaves and poor whites in the South in the aftermath of the Civil War<br><br>Radical republicans wanted to use the Federal government to punish the South during Reconstruction<br>• Lincoln opposed this<br>• Johnson tended to be more sympathetic to this view<br><br>Hiram Rhodes Revels<br>• Became the first black citizen to be elected to the U.S. Senate(1870-1871) during Reconstruction.<br><br>The Black Codes were laws passed in 1865 and 1866 by Southern states in the United States after the American Civil War in order to:<br>• Restrict African Americans' freedom<br>• Ensure a cheap labor force after slavery<br><br>Reconstruction Amendments:<br>• 13th Amendment—Freed Slaves in all states<br>• 14th Amendment — Made all former slaves American | |

| Unit | Week(s) | Content Standards | Process and Skills Standards (Embed Into Unit) | Key Content | Curricular Tool |
|---|---|---|---|---|---|
| | | | | Citizens<br>• 15th Amendment — Allowed all former slaves the right<br><br>Despite the passage of several constitutional amendments, African Americans found that gaining equal rights was very difficult (literacy tests, poll taxes, black codes) | |

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## Michigan K-12 Standards

# Social Studies

MICHIGAN
Department of Education

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# THE GOALS OF SOCIAL STUDIES

## Introduction

Michigan's Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of "clearer, fewer, and higher" and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan's educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a "local control" state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

## Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, "government of the people, by the people, and for the people," as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

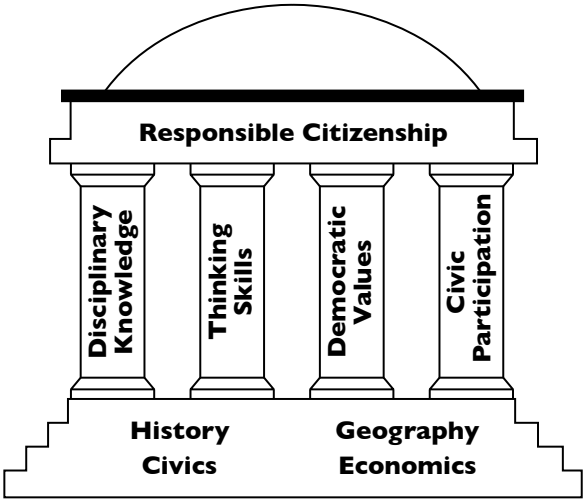
## Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today's society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and "read" themselves and the world.

Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as "learning to read and write as part of the process of becoming conscious of one's experiences as historically constructed within specific power relations" (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

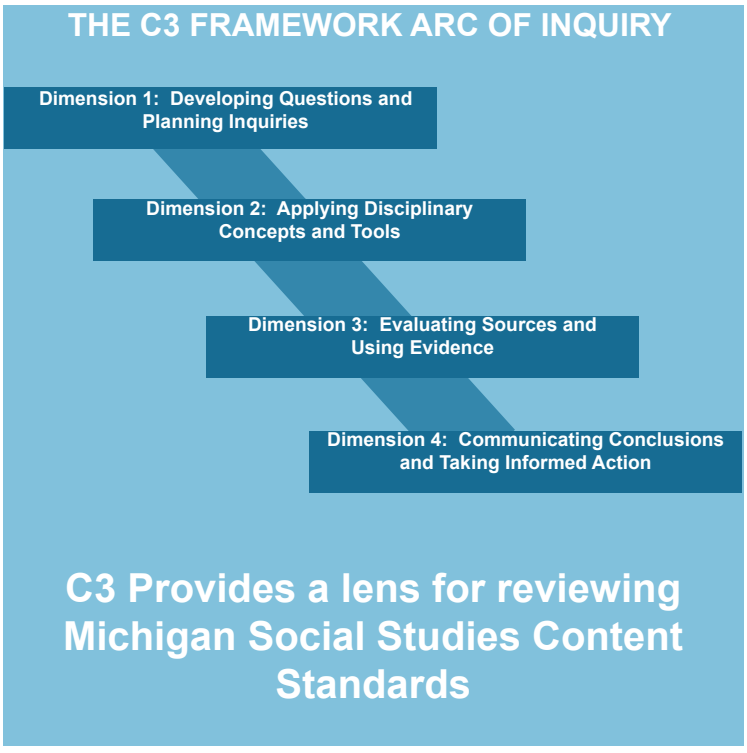
## The Responsibilities of Civic Participation




Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**




## The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

## The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like "Who makes up a community?" to grappling with bigger issues like "Can one person change the world?", the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan's revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

### The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan's Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

### Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework's four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

### Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

| Dimension 1: Developing Questions and Planning Inquiries | Dimension 2: Applying Disciplinary Concepts and Tools | Dimension 3: Evaluating Sources and Using Evidence | Dimension 4: Communicating Conclusions and Taking Informed Action |
|---|---|---|---|
| Developing Compelling and Supporting Questions and Planning Inquiries | Civics<br><br>Economics<br><br>Geography<br><br>History | Gathering and Evaluating Sources<br><br>Developing Claims and Using Evidence | Communicating and Critiquing Conclusions<br><br>Taking Informed Action |

### Unique Structure of Dimension 2

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

| CIVICS | ECONOMICS | GEOGRAPHY | HISTORY |
|---|---|---|---|
| Civic and Political Institutions<br><br>Participation and Deliberation: Applying Civic Virtues and Democratic Principles<br><br>Processes, Rules, and Laws | Economic Decision Making<br><br>Exchange and Markets<br><br>The National Economy<br><br>The Global Economy | Geographic Representations: Spatial Views of the World<br><br>Human-Environment Interaction: Place, Regions, and Culture<br><br>Human Population: Spatial Patterns and Movements<br><br>Global Interconnections: Changing Spatial Patterns | Change, Continuity, and Context<br><br>Perspectives<br><br>Historical Sources and Evidence<br><br>Causation and Argumentation |

# MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

## MICHIGAN'S SOCIAL STUDIES STANDARDS

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

### The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

## UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

**6 – E2.3.1**

Grade | Standard Category | Standard | Expectation

K-4 expectations are organized by discipline and standard category, standard, and expectation.

**Kindergarten example:** K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

**4th Grade example:** 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart).

5th and 8th grades focus on an integrated study of United States history. The expectations are organized by U.S. History and Geography (USHG) era. The code indicates the era, the standard, and the expectation.

**5th Grade example:** 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography [WHG] era), standard, and expectation.

**6th Grade example:** 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

**7th Grade example:** 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

### MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

## THE C3 FRAMEWORK ARC OF INQUIRY

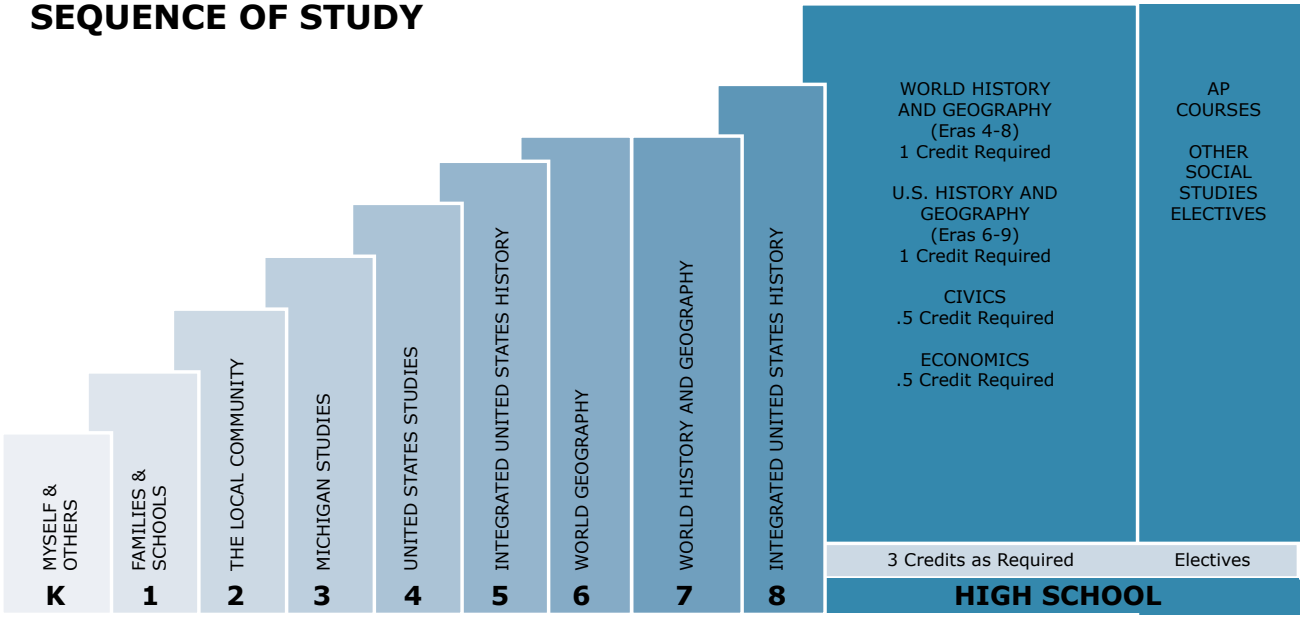
| Dimension 1: Develop Questions and Plan Investigations | Dimension 2: Apply Disciplinary Concepts and Tools<br>Dimension 3: Evaluate Sources and Use Evidence | Dimension 4: Communicate Conclusions and Take Informed Action |
|---|---|---|
| **P2: Inquiry, Research, and Analysis**<br><br>P2.1 Apply methods of inquiry to investigate social scientific problems.<br><br>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions. | **P1: Reading and Communication – Read and communicate effectively**<br><br>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.<br><br>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.<br><br>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.<br><br>P1.5 Present an argument supported with evidence.<br><br>**P2: Inquiry, Research, and Analysis**<br><br>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.<br><br>P2.3 Find, organize, and interpret information from a variety of sources.<br><br>P2.4 Use resources from multiple perspectives to analyze issues. | **P3: Public Discourse and Decision Making**<br>**P4 Citizen Involvement**<br><br>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.<br><br>P3.3 Construct arguments expressing and justifying decisions on public policy issues.<br><br>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.<br><br>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.<br><br>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy. |

## MICHIGAN CONTENT EXPECTATIONS

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

# USING THE SOCIAL STUDIES GLCE

## SEQUENCE OF STUDY




Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision–making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 Explain the origins of the American education system.

**Examples may include but are not limited to:** Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

## THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:
"Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12."

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

# K-2 OVERVIEW

| K-2 Grade-Specific Contexts | | |
|---|---|---|
| Kindergarten | Myself and Others | Using a familiar context for five- and six-year-olds, kindergarteners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of "Myself and Others." |
| 1st | Families and Schools | Students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students' first introduction to social institutions. |
| 2nd | The Local Community | Students continue the integrative approach to social studies through the context of the local community. Students are introduced to a social environment larger than their immediate surroundings. |

| K-2 Social Studies Overview Chart | | | | |
|---|---|---|---|---|
| History | Geography | Civics and Government | Economics | Public Discourse, Decision Making, and Citizen Involvement |
| **Living and Working Together**<br>Use historical thinking to understand the past in the local community. | **The World in Spatial Terms**<br>Use geographic representations to acquire, process, and report information from a spatial perspective.<br>**Places and Regions**<br>Understand how regions are created from common physical and human characteristics.<br>**Human Systems**<br>Understand how human activities help shape the Earth's surface.<br>**Environment and Society**<br>Understand the effects of human-environment interactions. | **Purposes of Government**<br>Explain why people create governments.<br>**Democratic Values and Constitutional Principles of American Government**<br>Understand Democratic Values and Constitutional Principles of American government.<br>**Structure and Function of Government**<br>Describe the structure of government in the United States and how it functions.<br>**Civic Participation**<br>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government. | **Market Economy**<br>Use fundamental principles and concepts of economics to understand economic activity in a market economy. | **Identifying and Analyzing Public Issues**<br>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.<br>**Persuasive Communication**<br>Communicate a reasoned position on a public issue.<br>**Civic Participation**<br>Act constructively to further the public good. |

# THE ARC OF INQUIRY: GRADES K-2

**Dimension 1: Developing Questions and Planning Inquiries** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain why the compelling question is important to students.
- identify disciplinary ideas associated with a compelling question.
- identify facts and concepts associated with a compelling question.
- make connections between supporting questions and compelling questions.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions.

**Dimension 2: Applying Disciplinary Concepts and Tools** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3: Evaluating Sources and Using Evidence** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from one or two sources while using the origin and structure to guide their selection.
- evaluate a source by distinguishing between fact and opinion.

**Dimension 4: Communicating Conclusions and Taking Informed Action** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct an argument with reasons.
- construct explanations using correct sequence and relevant information.
- present a summary of an argument using print, oral, and digital technologies.
- ask and answer questions about arguments.
- ask and answer questions about explanations.
- identify and explain a range of local, regional, and global problems and some ways in which people are trying to address these problems.
- identify ways to take action and help address local, regional, and global problems.
- use listening, consensus building, and voting procedures to decide on and take action in their classrooms.

| Sample K-2 Compelling and Supporting Questions | | |
|---|---|---|
| Kindergarten | How do we get along with others? | 1) Why do I have rules at home and at school?<br>2) Why can't I have everything I want?<br>3) What are some fair ways to make decisions in a group?<br>**Standards connections:** K – C1.0.1, K – C2.0.2, K – C5.0.1 |
| 1st | Why is it important to learn about the past? | 1) What historical sources can you use to learn about family and school life in the past?<br>2) What conclusions can you draw about family life in the past?<br>3) What conclusions can you draw about school life in the past?<br>**Standards connections:** 1 – H2.0.1, 1 – H2.0.2, 1 – H2.0.3, 1 – H2.0.4 |
| 2nd | How do people work together in a community? | 1) How does scarcity affect people?<br>2) How can people make good economic choices?<br>3) How do people use resources to produce goods and services?<br>4) Why do people trade?<br>**Standards connections:** 2 – E1.0.2, 2 – E1.0.3, 2 – E1.0.4, 2 – E1.0.5 |

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

## P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

# SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

## HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people learn about the past.

### H2 Living and Working Together

Use historical thinking to understand the past.

K – H2.0.1 Distinguish among the past, present, and future.

K – H2.0.2 Create a timeline using events from their own lives.

K – H2.0.3 Describe ways people learn about the past.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate how the environment provides for people's needs and wants.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

K – G1.0.1 Recognize that maps and globes represent places.

K – G1.0.2 Use directions or positional words to identify significant locations in the classroom.

**Examples may include but are not limited to:** up/down, in/out, above/below, left/right.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

K – G2.0.1 Identify and describe places in the immediate environment.

**Examples may include but are not limited to:** classroom, home, playground.

### G5 Environment and Society

Understand the effects of human-environment interactions.

K – G5.0.1 Describe ways in which the environment provides for basic human needs and wants.

**Examples may include but are not limited to:** food, shelter, clothing.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along with each other.

### C1 Purposes of Government

Explain why people create governments.

K – C1.0.1 Identify and explain reasons for rules at home and in school.

**Examples may include but are not limited to:** safety, fairness, organization.

### C2 Democratic Values and Constitutional Principles of American Government

K – C2.0.1 Identify the American flag as an important symbol of the United States.

K – C2.0.2 Explain why people do not have the right to do whatever they want.

**Examples may include but are not limited to:** promote fairness, ensure the common good, maintain safety.

K – C2.0.3 Describe fair ways for groups to make decisions.

### C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.

**Examples may include but are not limited to:** caring for a pet, completing chores, following school rules, working in a group, taking turns.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how people meet their economic wants.

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

K – E1.0.1 Describe economic wants they have experienced.

K – E1.0.2 Distinguish between goods and services.

K – E1.0.3 Recognize situations in which people trade.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

K – P3.1.1 Identify classroom issues.

K – P3.1.2 Use simple graphs to explain information about a classroom issue.

K – P3.1.3 Compare their viewpoint about a classroom issue with the viewpoint of another person.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

K – P3.3.1 Express a position on a classroom issue.

### P4.2 Civic Participation

Act constructively to further the public good.

K – P4.2.1 Develop and implement an action plan to address or inform others about a classroom issue.

K – P4.2.2 Participate in projects to help or inform others.

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

## HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate family life in the past.

### H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

**Examples may include but are not limited to:** using a calendar to distinguish among days, weeks, and months.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.3 Use historical sources to draw possible conclusions about family or school life in the past.

**Examples may include but are not limited to:** photos, diaries, oral histories, videos, artifacts.

1 – H2.0.4 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.5 Identify the events or people celebrated during U.S. national holidays and why we celebrate them.

**Examples may include but are not limited to:** Independence Day, Constitution Day, Martin Luther King Jr. Day, Presidents Day, Veterans Day.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their environments.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

1 – G1.0.2 Describe places using absolute location or relative location.

**Examples may include but are not limited to:** home address (absolute location), positional words such as in front of, behind, between (relative location).

1 – G1.0.3 Distinguish between landmasses and bodies of water using maps and globes.

**Examples may include but are not limited to:** islands and continents (landmasses), rivers, lakes, oceans (bodies of water).

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

1 – G2.0.1 Distinguish between physical and human characteristics of places.

**Examples may include but are not limited to:** trees, landmasses, bodies of water (physical/natural), buildings, playgrounds, sidewalks, roads (human).

1 – G2.0.2 Describe the unifying characteristics and boundaries of different school regions.

**Examples may include but are not limited to:** playground, reading corner, library, restroom.

### G4 Human Systems

Understand how human activities help shape the Earth's surface.

1 – G4.0.1 Use components of culture to describe diversity in family life.

**Examples may include but are not limited to:** foods, language, religion, traditions.

### G5 Environment and Society

Understand the effects of human-environment interactions.

1 – G5.0.1 Describe ways in which people are part of, modify, and adapt to their physical environments.

**Examples may include but are not limited to:** being part of the environment (interacting with the environment by taking a walk, swimming in a lake, or fishing), modifying the environment (building homes, planting gardens, mowing lawns), and adapting to the environment (wearing different clothes in different seasons).

1 – G5.0.2 Describe ways in which the physical environment in a place or region affects people's lives.

**Examples may include but are not limited to:** warm clothes in winter, light jackets in summer, swimming in summer, sledding in winter, the water around us allowing us to move goods and people.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people can get along, including finding fair ways to make decisions and resolve conflicts.

### C1 Purposes of Government

Explain why people create governments.

1 – C1.0.1 Explain the need for rules and purposes of rules.

**Examples may include but are not limited to:** safety, organization, fairness.

1 – C1.0.2 Give examples of the use of power with authority and power without authority in school.

**Examples may include but are not limited to:** principal, teacher, bus driver, line leader of safety patrol (power with authority), types of bullying, taking cuts in line (power without authority).

### C2 Democratic Values and Constitutional Principles of American Government

1 – C2.0.1 Explain fair ways to make decisions and resolve conflicts in the school community.

**Examples may include but are not limited to:** majority rules, taking turns, voting, talking it out, referring to an authority.

1 – C2.0.2 Identify important symbols of the United States of America and what they represent.

**Examples may include but are not limited to:** the U.S. flag, Statue of Liberty, White House, Bald Eagle.

### C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

1 – C5.0.1 Describe some responsibilities people have at home and at school.

**Examples may include but are not limited to:** taking care of oneself, respect for the rights of others, following rules, getting along with others.

1 – C5.0.2 Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

**Examples may include but are not limited to:** cleaning the playground, helping others, helping solve a problem, respecting the rights of others.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate how scarcity and choice impact decision making.

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

1 – E1.0.1 Distinguish between producers and consumers of goods and services.

1 – E1.0.2 Describe ways in which families consume goods and services.

1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).

1 – E1.0.4 Describe reasons why people voluntarily trade.

1 – E1.0.5 Describe ways in which people earn money.

**Examples may include but are not limited to:** providing goods and services to others, jobs.

1 – E1.0.6 Describe how money simplifies trade.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

1 – P3.1.1 Identify public issues in the school community.

1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.

1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

### P4.2 Civic Participation

Act constructively to further the public good.

1 – P4.2.1 Develop and implement an action plan to address or inform others about a school issue.

1 – P4.2.2 Participate in projects to help or inform others.

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

## HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate the past in their own and other communities.

### H2 Living and Working Together in Communities

Use historical thinking to understand the past.

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.

2 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

**Examples may include but are not limited to:** types of businesses, architecture and landscape, jobs, transportation, population.

2 – H2.0.5 Describe how community members responded to a problem in the past.

**Examples may include but are not limited to:** natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.

**Examples may include but are not limited to:** data gathered from local residents, artifacts, photographs.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people interact with their community's environment and consequences of those interactions.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.

2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.

2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

**Examples may include but are not limited to:** next to, near, between, cardinal directions, comparison.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region.

**Examples may include but are not limited to:** county, metropolitan area, tribal reservation, state.

### G4 Human Systems

Understand how human activities help shape the earth's surface.

2 – G4.0.1 Describe land use in the community.

**Examples may include but are not limited to:** where people live, where services are provided, where products are made, where people play, where people interact with the land.

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2 – G4.0.3 Use components of culture to describe diversity in the local community.

**Examples may include but are not limited to:** foods, language, religion, traditions.

### G5 Environment and Society

Understand the effects of human-environment interactions.

2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.

2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate how local government affects people living in a community.

## C1 Purposes of Government

Explain why people create governments.

2 – C1.0.1 Explain why people form governments.

2 – C1.0.2 Distinguish between government action and private action.

**Examples may include but are not limited to:** city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).

## C2 Democratic Values and Constitutional Principles of American Government

2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.

2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.

**Examples may include but are not limited to:** promoting unity and patriotism.

## C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community.

**Examples may include but are not limited to:** setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.

2 – C3.0.3 Identify services commonly provided by local governments.

**Examples may include but are not limited to:** police, fire departments, schools, libraries, parks.

## C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

2 – C5.0.1 Identify ways in which people participate in community decisions.

2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

**Examples may include but are not limited to:** taking care of your dog, recycling, caring for family members (personal responsibility), getting a dog license, putting recycling in the appropriate place, serving on a jury (civic responsibility).

2 – C5.0.3 Design and participate in community improvement projects that help or inform others.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate economic activity in their own and other communities.

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.

2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.

2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.

2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).

2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

2 – P3.1.1 Identify public issues in the local community that influence people's daily lives.

2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.

2 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

## P4.2 Civic Participation

Act constructively to further the public good.

2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.

2 – P4.2.2 Participate in projects to help or inform others.

# 3RD-5TH GRADE OVERVIEW

| 3rd-5th Grade-Specific Contexts | | |
|---|---|---|
| 3rd | Michigan Studies | Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. |
| 4th | U.S. Studies | Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue. |
| 5th | Integrated U.S. History | Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history. |

**3rd-4th Grade Social Studies Overview Chart**

| History | Geography | Civics and Government | Economics | Public Discourse, Decision Making, and Citizen Involvement |
|---|---|---|---|---|
| **Living and Working Together**<br>Use historical thinking to understand the past in the local community.<br>**Michigan History**<br>Use historical thinking to understand the past in Michigan. | **The World in Spatial Terms**<br>Use geographic representations to acquire, process, and report information from a spatial perspective.<br>**Places and Regions**<br>Understand how regions are created from common physical and human characteristics.<br>**Human Systems**<br>Understand how human activities help shape the Earth's surface.<br>**Environment and Society**<br>Understand the effects of human-environment interactions. | **Purposes of Government**<br>Explain why people create governments.<br>**Democratic Values and Constitutional Principles of American Government**<br>Understand Democratic Values and Constitutional Principles of American government.<br>**Structure and Function of Government**<br>Describe the structure of government in the United States and how it functions.<br>**Civic Participation**<br>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government. | **Market Economy**<br>Use fundamental principles and concepts of economics to understand economic activity in a market economy.<br>**National Economy**<br>Use fundamental principles and concepts of economics to understand economic activity in the United States.<br>**International Economy**<br>Use fundamental principles and concepts of economics to understand economic activity in the global economy. | **Identifying and Analyzing Public Issues**<br>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.<br>**Persuasive Communication**<br>Communicate a reasoned position on a public issue.<br>**Civic Participation**<br>Act constructively to further the public good. |

**5th Grade Integrated U.S. History Overview Chart**

| History | Geography | Civics and Government | Economics | Public Discourse, Decision Making, and Civic Participation |
|---|---|---|---|---|
| **U1 USHG Era 1**<br>Beginnings to 1620<br>**U2 USHG Era 2**<br>Colonization and Settlement<br>**U3 USHG Era 3**<br>Revolution and the New Nation | **G Geographic Perspective**<br>• The World in Spatial Terms<br>• Places and Regions<br>• Physical Systems<br>• Human Systems<br>• Environment and Society | **C Civic Perspective**<br>• Purposes of Government<br>• Roles and Functions of Government<br>• Democratic Values and Constitutional Principles in American Democracy<br>• Civic Participation | **E Economic Perspective**<br>• Individual, Business, and Government Choices<br>• Economic Systems | **P Public Discourse, Decision Making, and Civic Participation**<br>• Identifying and Analyzing Public Issues<br>• Persuasive Communication<br>• Civic Participation |

# THE ARC OF INQUIRY: GRADES 3-5

**Dimension 1: Developing Questions and Planning Inquiries** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**Dimension 2: Applying Disciplinary Concepts and Tools** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3: Evaluating Sources and Using Evidence** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

**Dimension 4: Communicating Conclusions and Taking Informed Action** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

| Sample 3rd-5th Grade Compelling and Supporting Questions | | |
|---|---|---|
| 3rd | What makes Michigan special? | 1) How is the geography of Michigan similar to or different from the geography of other states?<br>2) How is the geography different in different places in Michigan?<br>3) How does Michigan's location in North America influence its resources?<br><br>**Standards Connection:** 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4 |
| 4th | How does the U.S. economy work? | 1) What are the characteristics of a market economy?<br>2) How does a market economy work?<br>3) How does specialization and division of labor increase productivity?<br>4) How is the U.S. economy impacted by global competition?<br><br>**Standards Connection:** 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1 |
| 5th | Does geography determine destiny? | 1) What conditions and connections determine the fate of a settlement?<br>2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans?<br>3) How and why did different colonial regions develop differently?<br><br>**Standards Connection:** 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4 |

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

## P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

### HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history.

#### H3 The History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

**Examples may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen?

3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3 – H3.0.3 Describe the causal relationships between three events in Michigan's past.

**Examples may include but are not limited to:** the Erie canal, more people came, statehood.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

**Examples may include but are not limited to:** Teachings of the Seven Grandfathers.

3 – H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.

3 – G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.

3 – G1.0.3 Use a world map to describe North America in relation to the equator and other continents and oceans, and Michigan within North America.

**Examples may include but are not limited to:** locate Michigan in relation to the United States, the North Pole, and the equator.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

3 – G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

**Examples may include but are not limited to:** physical features (lakes versus land), land use (forest, agriculture, urban), and political (state, county, and tribal boundaries).

3 – G2.0.2 Describe different regions to which Michigan belongs.

**Examples may include but are not limited to:** Great Lakes region, Midwest, United States, North America.

### G4 Human Systems

Understand how human activities help shape the Earth's surface.

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

**Examples of economic activities may include but are not limited to:** agriculture (e.g., corn, cherries, dairy, Christmas trees); manufacturing (e.g., automobiles, wood products); and research and development (e.g., Automation Alley, life sciences corridor, university communities).

**Examples of factors influencing location may include but are not limited to**: primary industries located near natural resources; manufacturing influenced by accessibility to resources, labor, markets, and capital; and services, which are often located close to markets.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

**Examples may include but are not limited to:** Finnish migrating to the upper peninsula, Chaldeans migrating into southeastern Michigan, Dutch migrating to western Michigan.

3 – G4.0.3 Describe some of the current movements of goods, people, jobs, or information to, from, or within Michigan and explain reasons for the movements.

3 – G4.0.4 Use data and current information about the Anishinaabek and other Indigenous Peoples living in Michigan today to describe the cultural aspects of modern life.

**Examples may include but are not limited to:** tribal citizenship, tribal governments, treaty rights, reservation boundaries, cultural events.

### G5 Environment and Society

Understand the effects of human-environment interactions.

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.

**Examples may include but are not limited to:** interdependence of people and the environment, interaction of people with the environment, appreciation for the environment, e.g., taking a walk, watching birds, swimming in a lake, fishing, hunting, photography, harvesting maple syrup.

3 – G5.0.2 Locate natural resources in Michigan and explain the consequences of their use.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

3 – C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.

**Examples may include but are not limited to:** protecting individual rights, promoting the common good, ensuring equal treatment under the law.

### C2 Democratic Values and Constitutional Principles of American Government

3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.

### C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

3 – C3.0.1 Distinguish between the roles of tribal, state, and local governments.

3 – C3.0.2 Identify goods and services provided by the state government and describe how they are funded.

**Examples of services may include but are not limited to:** maintaining highways, state parks, state forests.

**Examples of how things are funded may include but are not limited to:** taxes, fees, fines.

3 – C3.0.3 Identify the three branches of state government in Michigan and the powers of each.

3 – C3.0.4 Explain how state courts function to resolve conflict.

3 – C3.0.5 Describe the purpose of the Michigan Constitution.

### C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

3 – C5.0.1 Identify and explain rights and responsibilities of citizenship.

**Examples of rights may include but are not limited to:** freedom of speech, freedom of religion, right to own property.

**Examples of responsibilities may include but are not limited to:** respecting the rights of others, voting, obeying laws.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.

3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.

**Examples may include but are not limited to:** sales, coupons, tax incentives, recycling.

3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.

**Examples may include but are not limited to:** how waterways and other natural resources have influenced economic activities such as farming, mining, lumbering, automobile manufacturing, and furniture making.

3 – E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

3 – E1.0.5 Explain the role of entrepreneurship and business development in Michigan's economic future.

### E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

3 – E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.

**Examples may include but are not limited to:** cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan.

### E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

3 – E3.0.1 Identify products produced in other countries and consumed by people in Michigan.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

3 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

3 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in Michigan.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

## P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

3 – P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

## P4.2 Civic Participation

Act constructively to further the public good.

3 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

3 – P4.2.2 Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

### HISTORY

Individually and collaboratively, students will engage in planned inquiries to investigate post-statehood Michigan history.

### H3 The History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.

**Examples of questions may include but are not limited to:** What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its significance?

**Examples of economic activities may include but are not limited to:** agriculture, mining, manufacturing, lumbering, tourism, technology, and research.

4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

4 – H3.0.3 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

4 – H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same activity or a related activity in the past.

4 – H3.0.6 Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

**Examples may include but are not limited to:** stories, photos, artifacts, oral history, letters.

4 – H3.0.7 Describe past and current threats to Michigan's natural resources and describe how state government, tribal and local governments, schools, organizations, and individuals worked in the past and continue to work today to protect its natural resources.

**Examples may include but are not limited to:** the Flint water crisis, invasive species, loss of sturgeon and wild rice.

## GEOGRAPHY

Individually and collaboratively, students will engage in planned inquiries to investigate ways in which people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

4 – G1.0.1 Identify questions geographers ask in examining the United States.

**Examples may include but are not limited to:** Where is it? What is it like there? How is it connected to other places?

4 – G1.0.2 Identify and describe the characteristics and purposes of a variety of technological geographic tools.

**Examples of purposes may include but are not limited to:** measure distance, determine relative or absolute location, classify a region.

**Examples of tools and technologies may include but are not limited to:** globe, map, Geographic Information Systems (GIS), satellite image.

4 – G1.0.3 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.4 Use maps to describe elevation, climate, and patterns of population density in the United States.

4 – G1.0.5 Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

4 – G2.0.1 Describe ways in which the United States can be divided into different regions.

**Examples may include but are not limited to:** political regions, land-use regions, land-form regions, vegetation regions.

4 – G2.0.2 Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.

### G4 Human Systems

Understand how human activities help shape the Earth's surface.

4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

**Examples may include but are not limited to:** forms of shelter, language, food.

4 – G4.0.3 Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.

**Examples may include but are not limited to:** movement of fossil fuels, clothing, retirees, refugees, migrant farm workers, and manufacturing jobs into and within the United States.

### G5 Environment and Society

Understand the effects of human-environment interactions.

4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.

## CIVICS AND GOVERNMENT

Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government, and rights and responsibilities of citizenship.

### C1 Purposes of Government

Explain why people create governments.

4 – C1.0.1 Identify questions political scientists ask in examining the United States.

**Examples may include but are not limited to:** What does government do? What are the basic values and principles of American democracy? What are the roles of the citizen in American democracy?

4 – C1.0.2 Describe the purposes of government as identified in the Preamble of the Constitution.

## C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

**Examples may include but are not limited to:** individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).

4 – C2.0.2 Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.

**Examples of rights may include but are not limited to:** voting, freedom of religion, freedom of expression, and freedom of press.

**Examples of values may include but are not limited to:** common good, equality, individual rights, justice (fairness), right to alter laws.

## C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government.

**Examples may include but are not limited to:** election of public officers, separation of powers, checks and balances, Bill of Rights.

4 – C3.0.2 Give examples of powers exercised by the federal government, tribal governments and state governments.

**Examples for federal government may include but are not limited to:** coining of money, declaring war.

**Examples for tribal governments may include but are not limited to:** issuing hunting, gathering, and fishing licenses, issuing tribal identification cards.

**Examples for state governments may include but are not limited to:** issuing driver's licenses, issuing marriage licenses.

4 – C3.0.3 Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 – C3.0.4 Describe how the powers of the federal government are separated among the branches.

4 – C3.0.5 Give examples of how the system of checks and balances limits the power of the federal government.

**Examples may include but are not limited to:** presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments.

4 – C3.0.6 Describe how the President, members of the Congress, Supreme Court Justices are elected or appointed.

**Examples may include but are not limited to:** elections versus appointments.

4 – C3.0.7 Explain how the federal government uses taxes and spending to serve the purposes of government.

### C5 Civic Participation

Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life

4 – C5.0.1 Explain the responsibilities of members of American society.

**Examples may include but are not limited to:** initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror.

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

4 – C5.0.3 Describe ways in which people can work together to promote the values and principles of American democracy.

## ECONOMICS

Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

4 – E1.01 Identify a good or service produced in the United States and apply the three economic questions all economies must address.

**Examples may include but are not limited to:** What goods and services will be produced? How will these goods and services be produced? Who will consume the goods and services?

4 – E1.0.2 Describe characteristics of a market economy.

**Examples may include but are not limited to:** private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization.

4 – E1.0.3 Describe how positive and negative incentives influence behavior in a market economy.

**Examples of positive incentives may include but are not limited to:** responding to a sale, saving money, earning money.

**Examples of negative incentives may include but are not limited to:** library fines.

4 – E1.0.4 Explain how price affects decisions about purchasing goods and services.

**Examples may include but are not limited to:** substitute goods, complementary goods.

4 – E1.0.5 Explain how specialization and division of labor increase productivity.

**Examples may include but are not limited to:** assembly lines.

4 – E1.0.6 Explain how competition among buyers results in higher prices, and competition among sellers results in lower prices.

**Examples may include but are not limited to:** supply, demand.

4 – E1.0.7 Describe the role of money in the exchange of goods and services.

**Examples may include but are not limited to:** people earn income and use the income to purchase goods and services.

4 – E1.0.8 List goods and services governments provide in a market economy and explain how these goods and services are funded.

**Examples of goods and services may include but are not limited to:** libraries, roads, parks, the Mackinac Bridge.

**Examples of funding may include but are not limited to:** taxes, tolls, fees.

### E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment.

**Examples may include but are not limited to:** changing demand for natural resources, changes in technology, changes in competition.

### E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4 – E3.0.1 Identify advantages and disadvantages of global competition.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

4 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

4 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the United States.

**Examples may include but are not limited to:** common good, equality, individual rights, justice (fairness).

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

4 – P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

### P4.2 Civic Participation

Act constructively to further the public good.

4 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

4 – P4.2.2 Participate in projects to help or inform others.

# 5TH GRADE INTEGRATED U.S. HISTORY

## INTEGRATED* U.S. HISTORY ORGANIZED BY ERA – GRADE 5

USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples' Lives in the Americas
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution (introduced in 5th grade; begins 8th grade expectations)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.

## U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

### U1.1 Indigenous Peoples' Lives in the Americas

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.

5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

### U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.

**Examples may include but are not limited to:** the invention of the astrolabe, improved maps, the rise of nation-states.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

**Examples may include but are not limited to:** the economic, political, cultural, and religious consequences of colonization, including who was impacted.

### U1.3 African Life Before the 16th Century

Describe the lives of peoples living in West Africa prior to the 16th century.

5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).

5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

### U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

**Examples may include but are not limited to:** letters, diaries, maps, documents, narratives, pictures, graphic data.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

## U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

### U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

5 – U2.1.1 Describe significant developments in the Southern colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- the establishment of Jamestown.
- the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the development of colonial representative assemblies (House of Burgesses).
- the development of slavery.

5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.

- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

### U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

5 – U2.2.1 Describe Triangular Trade, including:

- the trade routes.
- the people and goods that were traded.
- the Middle Passage.
- the impact on life in Africa.

5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.

**Examples may include but are not limited to:** Gullah Islands, Louisiana, The Carolinas.

### U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.

5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.

**Examples may include but are not limited to:** perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.

5 – U2.3.4 Describe the development of the emerging labor force in the colonies.

**Examples may include but are not limited to:** cash-crop farming, slavery, indentured servants.

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

## U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

### U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.

5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

**Examples may include but are not limited to:** the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.

**Examples may include but are not limited to:** addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.

5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.

**Examples may include but are not limited to:** Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.

5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

### U3.2 The American Revolution and its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

### U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.

**Examples may include but are not limited to:** lack of national army, competing currencies, reliance on state governments for money.

5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.

**Examples may include but are not limited to:** the Great Compromise, the Three-Fifths Compromise.

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.

**Examples may include but are not limited to:** fear of a strong executive, representative government, and the importance of individual rights.

5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.

**Examples may include but are not limited to:** the Tenth Amendment, enumerated powers, reserved powers.

5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5 – P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.

5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.

### P4.2 Civic Participation

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.

# 6TH-8TH GRADE OVERVIEW

## 6th-8th Grade Social Studies Overview Chart

| Grade 6<br>World Geography | Grade 7<br>World History and Geography | Grade 8<br>Integrated U.S. History |
|---|---|---|
| **Grade Level Focus** | **Grade Level Focus** | **Grade Level Focus** |
| **GEOGRAPHY**<br>G1 The World in Spatial Terms<br>G2 Places and Regions<br>G3 Physical Systems<br>G4 Human Systems<br>G5 Environment and Society<br>G6 Global Issues<br><br>**CIVICS AND GOVERNMENT**<br>C1 Purposes of Government<br>C3 Structure and Functions of Government<br>C4 Relationship of the United States to Other Nations and World Affairs<br><br>**ECONOMICS**<br>E1 The Market Economy<br>E2 The National Economy<br>E3 International Economy<br><br>**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION**<br>• Identifying and Analyzing Public Issues<br>• Persuasive Communication<br>• Civic Participation | **HISTORY**<br><br>H1 The World in Temporal Terms<br><br>W1 WHG Era 1<br>The Beginnings of Human Society<br><br>W2 WHG Era 2<br>Early Civilizations and the Emergence of Pastoral Peoples<br><br>W3 WHG Era 3<br>Classical Traditions, World Religions, and Major Empires<br><br>W4 WHG Era 4<br>Case Studies from Three Continents<br><br>**EMBEDDED IN THE CONTEXT OF HISTORY:**<br><br>**GEOGRAPHY**<br>G1 The World in Spatial Terms<br>G4 Human Systems<br>G5 Environment and Society<br>G6 Global Issues<br><br>**PUBLIC DISCOURSE AND CIVIC PARTICIPATION**<br>• Identifying and Analyzing Public Issues<br>• Persuasive Communication<br>• Civic Participation | **THEMATIC ANALYSIS OF U.S. HISTORY ERAS 1-5**<br><br>U1 USHG Era 1<br>Beginnings to 1620<br><br>U2 USHG Era 2<br>Colonization and Settlement 1585-1763<br><br>U3 USHG Era 3<br>Revolution and the New Nation 1754-1800<br><br>U4 USHG Era 4<br>Expansion and Reform 1792-1861<br><br>U5 USHG Era 5<br>Civil War and Reconstruction 1850-1877<br><br>**EMBEDDED IN THE CONTEXT OF HISTORY:**<br><br>G Geographic Perspective<br>• The World in Spatial Terms<br>• Places and Regions<br>• Human Systems<br>• Physical Systems<br>• Environment and Society<br><br>C Civic Perspective<br>• Conceptual Foundations<br>• Role and Functions of Government<br>• Purposes of Government<br>• Values and Principles of American Democracy<br>• Role of the Citizen in American Democracy<br><br>E Economic Perspective<br>• Individual, Business, and Government Choices<br>• Competitive Markets<br>• Prices, Supply, and Demand<br>• Role of Government<br>• Economic Interdependence<br><br>**P PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION**<br>• Identifying and Analyzing Public Issues<br>• Persuasive Communication<br>• Civic Participation |

# THE ARC OF INQUIRY: GRADES 6-8

**Dimension 1: Developing Questions and Planning Inquiries** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**Dimension 2: Applying Disciplinary Concepts and Tools** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3: Evaluating Sources and Using Evidence** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

**Dimension 4: Communicating Conclusions and Taking Informed Action** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.

P1.4 Present an argument supported with evidence.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social scientific problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.

P2.3 Know how to find, organize, and interpret information from a variety of sources.

P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

## P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.

# WORLD GEOGRAPHY: GRADE 6

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay.

## GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind (Foundational for Grade 7)
- 1.1 Spatial Thinking
- 1.2 Geographical Inquiry and Analysis
- 1.3 Geographical Understanding

G2 Places and Regions
- 2.1 Physical Characteristics of Place
- 2.2 Human Characteristics of Place

G3 Physical Systems
- 3.1 Physical Processes
- 3.2 Ecosystems

G4 Human Systems
- 4.1 Cultural Mosaic
- 4.2 Technology Patterns and Networks
- 4.3 Patterns of Human Settlement
- 4.4 Forces of Cooperation and Conflict

G5 Environment and Society
- 5.1 Humans and the Environment
- 5.2 Physical and Human Systems

G6 Global Issues
- 6.1 Global Topic Investigation and Issue Analysis

## CIVICS AND GOVERNMENT

C1 Purposes of Government
- 1.1 Nature of Civic Life, Politics, and Government

C3 Structure and Functions of Government
- 3.6 Characteristics of Nation-States

C4 Relationship of United States to Other Nations and World Affairs
- 4.3 Conflict and Cooperation Between and Among Nations

## ECONOMICS

E1 The Market Economy
- 1.1 Individual, Business, and Government Choices

E2 The National Economy
- 2.3 Role of Government

E3 The International Economy
- 3.1 Economic Systems
- 3.3 Economic Interdependence

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

| Sample World Geography Compelling and Supporting Question | | |
|---|---|---|
| 6th | How do diffusion, trade, and migration affect people in different places? | 1) How have cultural ideas diffused among different places?<br>2) Why do people engage in trade?<br>3) Why do people migrate among different countries?<br>**Standards Connection:** 6 – G1.2.3, 6 – G1.3.1, 6 – G2.2.1, 6 – G2.2.2, 6 – G4.1.1, 6 – G4.1.3, 6 – G4.1.4, 6 – G4.2.1, 6 – G4.3.3, 6 – G4.4.1 |

## GEOGRAPHY

### G1 THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND

The use of technology has dramatically enhanced the ability of teachers and students to see the world in different ways. Geo-spatial technology includes geographic information systems (GIS), remote sensing, and global positioning systems (GPS), and the ability to look at places all around the world has allowed students to do geography, not just learn it.

Learning how to use technology is only part of learning to think spatially. Geographically literate people: know about our complex interconnected world; understand science and social science concepts; use maps, data and geo-spatial technologies; and use spatial reasoning. Spatial reasoning involves the following: looking at patterns; analyzing connections between places; understanding how the conditions at one place can be similar or very different from another; trying to understand how location is important; and seeing why some characteristics tend to occur together in places.

Geographers also look at the world with an ecological perspective. What are the relationships within ecosystems, and what role do humans have in using, modifying, and adapting to different environments from a local to global scale?

#### G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

6 – G1.1.1 Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.

**Examples may include but are not limited to:** looking for the significance of location, making comparisons among places and regions, identifying spatial patterns and comparing patterns, exploring how places and people are connected as well as how people are part of, use, and impact the environment. Spatial analysis can also involve looking at an issue at different scales in order to provide different insights.

6 – G1.1.2 Draw a sketch map, or add information to an outline map, of the world or a world region.

**Examples may include but are not limited to:** locate the following on a world map: the United States, North and South America, Africa, Europe, and Asia; continents; oceans; and latitude lines — equator, Prime Meridian, tropics of Cancer and Capricorn, Arctic and Antarctic circles using Geographic Information Systems (GIS), drawing, or web-based programs.

## G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

**Examples may include but are not limited to:** different countries may label disputed territories differently, remote sensing images provide information not visible to humans.

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

**Examples may include but are not limited to:** pictures, aerial photos, and remote sensing images.

6 – G1.2.5 Locate and use information from GIS and satellite remote sensing to answer geographic questions.

**Examples may include but are not limited to:** Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

**Examples may include but are not limited to:** how natural characteristics are associated with sparse population densities, how different combinations of natural and human factors lead to different densities, and why major cities are located where they are.

### G1.3 Geographical Understanding

The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.

**Examples may include but are not limited to:**

- "place" deals with the natural and human characteristics of a place while "location" deals with where the place is, especially relative to other places.
- "human-environment interaction" deals with resources, human adaptation, and human impact, as well as natural catastrophes.
- "movement" includes migration of people, transportation of goods and services, and the diffusion of information, as well as the movement of material in natural cycles, such as water through hydrology.
- "regions" are generalizations about the common characteristics of areas.

6 – G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

## G2 PLACES AND REGIONS

Describe the cultural groups and diversities among people who are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

### G2.1 Physical Characteristics of Places

Describe the physical characteristics of places.

6 – G2.1.1 Locate and describe the basic patterns of landforms.

**Examples may include but are not limited to:** patterns at a continental scale or larger.

6 – G2.1.2 Locate and describe the basic patterns and processes of plate tectonics.

**Examples may include but are not limited to:** the location of continental plates and the Ring of Fire. Processes include plate movement, uplift, earthquakes, and volcanism.

6 – G2.1.3 Locate and describe the characteristics and patterns of major world climates and ecosystems.

**Examples may include but are not limited to:** tropical wet and tropical wet-dry, arid and semi-arid, sub-tropical, continental, and arctic climates. Ecosystems include tropical rain forest, savanna, grassland, desert, temperate and coniferous forests, tundra, oceans, and ice caps.

### G2.2 Human Characteristics of Places

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

**Examples may include but are not limited to:** how changes in transportation and communication technology influence where people live, how changes in manufacturing influence where factories are located, and how changes in energy technology reduce or increase economic activity and environmental impact. Examples also include negative impacts on communities, such as job loss when a technology changes and economic activities move.

6 – G2.2.3 Explain how culture and experience influence people's perceptions of places and regions.

**Examples may include but are not limited to:** how an immigrant and a resident might view a community, how a tourist might see a culture differently than someone who was born and lives there, and how international travel might change a person's perspective.

6 – G2.2.4 Interpret population pyramids from different countries including birth rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.

6 – G2.2.5 Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.

**Examples may include but are not limited to:** how physical features, including mountains, rivers, coasts, deserts, and natural resources, as well as human factors such as political boundaries and accessibility, can affect community size and location. Additional examples might include how groups of people with different levels of economic or political power might choose or be restricted to different locations.

## G3 PHYSICAL SYSTEMS

Describe the physical processes that shape the Earth's surface that, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

### G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

6 – G3.1.1 Interpret and compare climographs from different latitudes and locations.

**Examples include but are not limited to:** how latitude and elevation impact South American ecosystems, how latitude and seasons affect African ecosystems, and how climate change impacts ecosystems.

6 – G3.1.2 Explain the factors that cause different climate types.

### G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on Earth's surface.

6 – G3.2.1 Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.

**Examples may include but are not limited to:** deciduous forest versus prairies in the United States, tropical rain forest versus savanna and desert in Africa, and tundra versus coniferous forests in Canada or Russia.

## G4 HUMAN SYSTEMS

Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

### G4.1 Cultural Mosaic

Describe the characteristics, distribution, and complexity of Earth's cultural mosaic.

6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

**Examples may include but are not limited to:** describing the spread of businesses such as fast food franchises, sports like karate or soccer, products like athletic shoes, languages like English, or diseases like the Zika virus.

6 – G4.1.2 Compare and contrast the gender roles assigned to men and women in different societies.

**Examples may include but are not limited to:** how different religions and/or nations assign, expect, or require different roles for men and women, such as who can vote, own property, or hold office. Note that gender roles are culturally defined and vary widely. Within a culture, the majority of traditional roles have varying degrees of acceptance and change over time.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people.

**Examples may include but are not limited to:** how people make a living, raise families, educate children and practice their religion in different cultures and communities.

### G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, resources, products, and ideas.

6 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.

**Examples may include but are not limited to:** the advantages and disadvantages of trucks, trains, ships, and planes for transporting people and/or material; the advantages and disadvantages of print, radio, television, the Internet, and social media for moving information.

### G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

**Examples may include but are not limited to:** recovering land in the Netherlands, irrigating deserts or clearing forests for agriculture, and using air conditioning in the southern United States. A technology example might be how irrigation technology changed farming in the Great Plains or how the Green Revolution changed farming in Asia.

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do and how people make their livings.

**Examples may include but are not limited to:** coastal and river towns in the past and present, the location of mega-cities, and how people make their livings in different locations. Examples also include forced settlement and/or restrictions on resettlement.

6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

**Examples may include but are not limited to:** refugee migrations, economic migrations, seasonal migration, and migrations from rural to urban.

### G4.4 Forces of Cooperation and Conflict

Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.2 Evaluate examples of cooperation and conflict within the region under study from different perspectives.

**Examples may include but are not limited to:** cooperation between the United States and Canada to protect the fresh water of the Great Lakes, cooperation efforts to stop the spread of diseases among populations, or conflict over control of islands in the South China Sea.

## G5 ENVIRONMENT AND SOCIETY

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use the Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

### G5.1 Humans and the Environment

Describe how humans use and modify the environment.

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.

**Examples may include but are not limited to:** how population pressure impacts deforestation in Brazil, how higher standards of living increase pollution in China, how the use of plastics in the United States can impact water resources, and how use of fossil fuels leads to climate change.

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

**Examples may include but are not limited to:** water management, energy examples include advantages and disadvantages of wind and solar power generation, as well as fracking and tar sands mining; transportation examples might include road and rail transportation and expansion of cities; agricultural examples might include terracing, deforestation, or the use of pesticides and herbicides.

6 – G5.1.3 Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.

**Examples may include but are not limited to:** how cutting forests in one region may result in flooding downstream, how plastic litter in the watershed leads to lake and ocean pollution, how over-fertilization and phosphate use can lead to changes in water quality, and how different factors lead to global climate change, which may impact regions differently.

6 – G5.1.4 Define natural resources and explain how people in different places use, define, and acquire resources in different ways.

### G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6 – G5.2.1 Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.

**Examples may include but are not limited to:** how drought in Africa and Syria is leading to emigration, how coral bleaching is leading to reduced tourism in Australia and the Caribbean, how earthquakes are leading to revised building codes, or how sea level rise is leading to coastal flooding and barrier construction.

6 – G5.2.2 Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

**Examples may include but are not limited to:** how building in flood plains increases the likelihood of a natural disaster, and how the federal Soil Conservation Service works to prevent a natural disaster, such as the Dust Bowl.

## G6 GLOBAL ISSUES

A global issue is one that has an impact affecting many regions of the world.

### G6.1 Global Topic Investigation and Issue Analysis

6 – G6.1.1 Identify global issues.

**Examples may include but are not limited to:** natural disasters, immigration, food production, food distribution, the impact of climate change, population growth, resource use and depletion, meeting the needs of refugees, migration, poverty, economic development, conflict, and terrorism.

6 – G6.1.2 Investigate a contemporary global issue by applying the skills of geographic inquiry.

**Examples may include but are not limited to:** asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions when practical; using inquiry methods to acquire content knowledge and appropriate data about the issue; identifying the causes and consequences and analyzing the impact, both positive and negative.

6 – G6.1.3 Develop a plan for action:

- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue, at local to global scales.

## CIVICS AND GOVERNMENT

### C1 PURPOSES OF GOVERNMENT

Analyze how people identify, organize, and accomplish the purposes of government.

#### C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics, and government and explain their relationships.

6 – C1.1.1 Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.

**Examples may include but are not limited to:** protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion. Purposes may also include keeping an ethnic group or party in power. Governments may include those of nation-states, newly independent states, emerging states, and other governmental entities such as tribal governments.

### C3 STRUCTURE AND FUNCTIONS OF GOVERNMENT

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

#### C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

**Examples may include but are not limited to:** a specific territory, clearly defined boundaries, citizens, collect taxes and provide services, jurisdiction over people who reside there, laws, and government.

6 – C3.6.2 Compare and contrast various forms of government around the world.

**Examples may include but are not limited to:** democracies, parliamentary systems, dictatorships, oligarchies, and theocracies.

### C4 RELATIONSHIP OF UNITED STATES TO OTHER GOVERNMENTS, WORLD ISSUES, AND WORLD GOVERNING ORGANIZATIONS

Explain ways in which governments interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, military force, and the threat of force.

#### C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that governments interact both positively and negatively.

6 – C4.3.1 Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.

**Examples may include but are not limited to:** climate change, and human and civil rights; within the United States, federal/tribal relations in the United States.

6 – C4.3.2 Explain the challenges to governments to address global issues, and the international cooperation needed to do so.

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

**Examples may include but are not limited to:** the North American Free Trade Agreement (NAFTA) or subsequent agreements, the North Atlantic Treaty Organization (NATO), the Organization of American States (OAS), the United Nations (UN), the Universal Declaration of Human Rights, and the Paris Climate Accord.

## ECONOMICS

### E1 THE MARKET ECONOMY

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

#### E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and government make economic decisions when confronting scarcity or surpluses in the market economy.

6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.

**Examples may include but are not limited to:** acquiring money, profit, and goods; wanting to avoid loss of position in society; job placement; taxes on cigarettes to discourage smoking; raising prices to increase profit.

### E2 THE NATIONAL ECONOMY

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

#### E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

6 – E2.3.1 Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.

**Examples may include but are not limited to:** implications of economic sanctions on all countries involved.

## E3 INTERNATIONAL ECONOMY

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

### E3.1 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?

6 – E3.1.2 Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.

**Examples may include but are not limited to:** oil, coal, natural gas, nuclear, biomass, solar, hydroelectric, geothermal, wind, and the impact of each.

### E3.3 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.3.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.3.2 Diagram or map the flow of materials, labor, and capital used to produce a consumer product.

**Examples may include but are not limited to:** global supply chain, computer production, automobile production.

6 – E3.3.3 Explain how communication innovations have affected economic interactions and where and how people work.

**Examples may include but are not limited to:** Internet-based home offices, international work teams, international companies, online shopping.

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation

6 – P3.1.1 Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied. For example:

- use Michigan social studies process and skills methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying a position with a reasoned argument.
- develop an action plan to address or inform others about the issue at a local, national, or global scale.

### P4.2 Civic Participation

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving the local, national or global issues studied.

6 – P4.2.3 Participate in projects to help or inform others.

# WORLD HISTORY AND GEOGRAPHY: GRADE 7

Seventh-grade students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1–4. Geography, Civics/Government, and Economics content is integrated throughout the year. As a capstone, the students will conduct investigations about past and present global issues. Using significant content knowledge, research, and inquiry, they will analyze the issue and propose a plan for the future. As part of the inquiry, they will compose civic, persuasive essays using reasoned argument.

## HISTORY

H1 The World in Temporal Terms: Historical Habits of Mind
- 1.1 Temporal Thinking
- 1.2 Historical Inquiry and Analysis
- 1.4 Historical Understanding

W1 WHG Era 1 – The Beginnings of Human Society
- 1.1 Peopling of Earth
- 1.2 Agricultural Revolution

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples
- 2.1 Early Civilizations and Early Pastoral Societies

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires
- 3.1 Classical Traditions in Regions of the Eastern and Western Hemispheres
- 3.2 Growth and Development of World Religions

W4 WHG Era 4 – Bridge to Era 4: Case Studies From Three Continents
- 4.1 Crisis in the Classical World
- 4.2 Africa to 1500 CE
- 4.3 North America to 1500 CE

## GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind
(Foundational Expectations Addressed in Grade 6)
- G1.2 Geographical Inquiry and Analysis

G4 Human Systems
- G4.1 Cultural Mosaic
- G4.2 Technology Patterns and Networks
- G4.3 Patterns of Human Settlement
- G4.4 Forces of Conflict and Cooperation

G5 Environment and Society
- G5.1 Humans and the Environment

G6 Global Issues
- G6.1 Inquiry and Analysis

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT

P3 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

P4 Civic Participation

| Sample World History and Geography Compelling and Supporting Question | | |
|---|---|---|
| 7th | How does historical thinking help us understand our world? | 1) How do we learn about the past?<br>2) Does thinking about the world with historical habits of mind help to make a better world?<br>3) What steps and tools do historians use to do their job?<br>4) How do historians collect and analyze evidence?<br>5) How do historians use evidence to construct theories, perspectives and hypotheses (claims), and accounts about the past?<br>**Standards Connection:** 7 – H1.1.1, 7 – H1.2.1, 7 – H1.2.2, 7 – H1.2.3, 7 – H1.2.4, 7 – H1.2.5, 7 – H1.2.6 |

# WORLD HISTORY AND GEOGRAPHY: GRADE SEVEN

## HISTORY

### H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

#### H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.

**Examples may include but are not limited to:** sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.

#### H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past.

**Examples may include but are not limited to:** artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

**Examples may include but are not limited to:** a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

### H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region.

**Examples may include but are not limited to:** political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.

7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.

**Examples may include but are not limited to:** several lists of history themes are available, including: SPEC (social, political, economic, and cultural) and the *World History For Us All*[1] themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

## W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE

Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

### W1.1 Peopling of Earth

Describe the spread of people during Era 1.

7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.

### W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).

7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.

**Examples may include but are not limited to:** the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.

1 World History For Us All is a project of the National Center for History in the Schools at UCLA in cooperation with San Diego State University. See their work on themes at their website.

7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).

## WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE to 1500 CE

Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in AfroEurasia from 4000 to 1000 BCE as well as cultures in developing the Western Hemisphere from 4000 BCE into Eras 3 and 4 so teachers can compare early civilizations around the globe.

### W2.1 Early Civilizations and Major Empires

Analyze early civilizations and pastoral societies.

7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.

**Examples may include but are not limited to:** standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).

7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations.

**Examples may include but are not limited to:** the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.

7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.

**Examples may include but are not limited to:** the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.

7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.

**Examples may include but are not limited to:** the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.

7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

**Examples may include but are not limited to:** the steppes of Central Asia, the savannas of East Africa, the tundra of northern Eurasia, or the mountains of Tibet or South America.

## W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

### W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact.

7 – W3.1.1 Describe the characteristics that classical civilizations share.

**Examples may include but are not limited to:** institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era.

**Examples may include but are not limited to:** the early Silk Road.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.

**Examples may include but are not limited to:** Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.

**Examples may include but are not limited to:** the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.

**Examples may include but are not limited to:** Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.

7 – W3.1.10 Create a timeline that illustrates the rise and fall of classical empires during the classical period.

7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.

**Examples may include but are not limited to:** trade routes and their significance, and supply and demand for products.

### W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christi-anity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

7 – W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.

**Examples may include, but are not limited to:** comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through 1500 CE.

## W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS

Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.

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

**Examples may include but are not limited to:** the fall of Rome, collapse of the Mayans, demise of the Incan Empire.

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

**Examples may include but are not limited to:** comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.

7 – W4.1.3 North America to 1500 CE – use a case study to describe the culture and economy of Indigenous Peoples in North America prior to 1500.

**Examples may include but are not limited to:** Eastern Woodland (Iroquois, Anishinaabek), Southeast (Cherokee, Seminole), Middle America/Mexico (Aztec), Southwest (Navajo, Apache), Northwest (Salish, Muckleshoot), and Great Plains (Lakota, Blackfeet).

## G1 THE WORLD IN SPATIAL TERMS

### G1.2 Geographical Inquiry and Analysis

Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.

**Examples may include but are not limited to:** using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.

7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.

**Examples may include but are not limited to:** analyzing the natural and human factors that limited the extent of the Roman Empire.

7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.

**Examples include but are not limited to:** using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.

7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.

**Examples may include but are not limited to**: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.

## G3 INVESTIGATION AND ANALYSIS

Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.

### G3 Investigation and Analysis (P1, P2)

7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.

**Era 1 Examples may include but are not limited to:** population growth and resources (investigate how population growth affects resource availability) and migration (the significance of migrations of peoples and the resulting benefits and challenges).

**Era 2 Examples may include but are not limited to:** agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture.

**Era 3 Examples may include but are not limited to:** trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).

## G4 HUMAN SYSTEMS

In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.

### G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.

**Examples may include but are not limited to:** the development of the wheel; different sail, boat, and navigation technologies; road-building technologies in the Incan and Roman Empires; the use of horses in different cultures.

### G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.

**Examples may include but are not limited to:** agricultural technologies including irrigation.

7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.

**Examples may include but are not limited to:** areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.

7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.

**Examples may include but are not limited to:** early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.

### G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.

**Examples may include but are not limited to:** conflict over natural resources, trade routes, or wealth.

7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

**Examples may include but are not limited to:** conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire; examples of cooperation through trade/peaceful co-existence include the development of early exchange routes between Europe and Asia and Africa.

## G5 ENVIRONMENT AND SOCIETY

Explain how humans used, adapted to, and modified the environment in the era studied.

7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.

**Examples may include but are not limited to:** how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.

7 – G5.1.2 Explain how different technologies were used in the era being studied.

**Examples may include but are not limited to:** irrigation in major river valley civilizations, island creation among the Aztecs, iron technology in Africa, silk and pottery technology in China.

7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question of public policy in contemporary or historical context, or as a contemporary/historical comparison. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness:

- identify public policy issues related to global topics and issues studied.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry methods to acquire content knowledge and appropriate data about the issue.
- identify the causes and consequences and analyze the impact, both positive and negative.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying the position with a reasoned argument.
- develop an action plan to address or inform others about the issue at the different scales.

### P4.2 Civic Participation

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

**Examples may include but are not limited to:** service learning projects.

7 – P4.2.3 Participate in projects to help or inform others.

# INTEGRATED U.S. HISTORY, GRADE 8

Eighth-grade students continue their study of U.S. history from the development of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context under study. Students should understand the relevancy and connections of this history to their lives. Students will use significant content knowledge, research skills, and inquiry practices to analyze issues and communicate conclusions.

## INTEGRATED U.S. HISTORY, ORGANIZED BY ERA (USHG)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

F1 Political and Intellectual Transformations

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

3.3 Creating New Government(s) and a New Constitution (introduced in Grade 5; begins Grade 8 expectations)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

4.1 Challenges to an Emerging Nation

4.2 Regional and Economic Growth

4.3 Reform Movements

USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

5.1 The Coming of Civil War

5.2 Civil War

5.3 Reconstruction

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1898)

6.1 America in the last half of the 19th Century (Introduced in Grade 8; begins high school USHG)

6.2 Policy Issues in USHG Eras 3-6 (P2)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

| Sample Integrated U.S. History and Geography Compelling and Supporting Question | | |
|---|---|---|
| 8th | How does growth change a nation? | 1) What kinds of growth does a new nation experience?<br>2) How did the federal government protect slaveholders and slave states during expansion efforts in the 19th century?<br>3) How did westward expansion change the geographic, social, political, economic, and cultural landscape of the United States?<br><br>**Standards Connection:** 8 – U4.2.1, 8 – U4.2.2, 8 – U4.2.3, 8 – U4.2.4 |

# INTEGRATED U.S. HISTORY: GRADE EIGHT

## FOUNDATIONS IN U.S. HISTORY AND GEOGRAPHY ERAS 1-2

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th Grade U.S. History with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the development of the U.S. Constitution, students should be able to draw upon an understanding of these philosophies and intellectual foundations.

### F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- colonial ideas about government.
- experiences with self-government.

**Examples may include but are not limited to:** limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights, House of Burgesses and town meetings, changing interactions with the royal government of Great Britain after the French and Indian War.

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

- colonists' views of government.
- their reasons for separating from Great Britain.

F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of:

- establishment of an independent republican government.
- creation of the Articles of Confederation.
- changing views on freedom and equality.
- concerns over the distribution of power within government, between government and the governed, and among people.

## U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

Individually and collaboratively, students will engage in planned inquiries to analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system.

### U3.3 Creating New Government(s) and a New Constitution

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.1).

*Note: Expectations U3.3.1 – U3.3.5 address content that was introduced in Grade 5, but asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support an in-depth discussion of the historical and philosophical origins of constitutional government in the United States.*

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

**Examples may include but are not limited to:** why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, conflicts over western lands.

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

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.

8 – U3.3.4 Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.

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

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

8 – U3.3.7 Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

**Examples may include but are not limited to:** the Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers.

## U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

Individually and collaboratively, students will engage in planned inquiries to investigate the territorial expansion of the United States between 1801-1861, how the Industrial Revolution, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions, and the sources and character of cultural, religious, and social reform movements during the antebellum period.

### U4.1 Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the roles of political and social leaders in meeting those challenges.

8 – U4.1.1 Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced.

**Examples may include but are not limited to:** deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.

8 – U4.1.2 Establishing America's Place in the World – assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties.

**Examples may include but are not limited to:** The Jay Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, and the Monroe Doctrine.

8 – U4.1.3 Challenge of Political Conflict – examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.

**Examples may include but are not limited to:** examine the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over relative power of the national government, the Whiskey Rebellion, Alien and Sedition Acts, foreign relations, economic policy, the creation of a national bank, assumption of revolutionary debt.

8 – U4.1.4 Establishing a National Judiciary and its Power – use *Marbury v. Madison* to explain the development of the power of the Supreme Court through the doctrine of judicial review.

## U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.

8 – U4.2.1 Comparing the Northeast and the South – compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.) with respect to geography, climate, and the development of:

- agriculture, including changes in productivity, technology, supply and demand, and price.
- industry, including the entrepreneurial development of new industries, such as textiles.
- the labor force, including labor incentives and changes in labor forces.
- transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices.
- immigration and the growth of nativism.
- race relations.
- class relations.

8 – U4.2.2 The Institution of Slavery – explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.3 Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

**Examples may include but are not limited to:** The Indian Removal Act of 1830 (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).

8 – U4.2.4 Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.

## U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

8 – U4.3.1 Explain the origins of the American education system.

**Examples may include but are not limited to:** the contributions of Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement.

**Examples may include but are not limited to:** John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.

8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence.

**Examples may include but are not limited to:** Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton's Address on Women's Rights (September 1848).

8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement.

8 – U4.3.5 Investigate the role of religion in shaping antebellum reform movements.

**Examples may include but are not limited to:** differences in beliefs by different denominations of Christianity.

## U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

Individually and collaboratively, students will engage in planned inquiries to understand the causes, course, and character of the Civil War and its effects on people, as well as how various Reconstruction plans succeeded or failed.

### U5.1 The Coming of the Civil War

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

8 – U5.1.1 Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.

8 – U5.1.2 Describe the impact of the Northwest Ordinance on the expansion of slavery.

**Examples may include but are not limited to:** the establishment of free states, including Michigan, as a result of the Northwest Ordinance.

8 – U5.1.3 Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.

**Examples may include but are not limited to:** sectionalism, nationalism, federalism, state rights.

8 – U5.1.4 Draw conclusions about why the following increased sectional tensions:

- the Missouri Compromise (1820).
- the Wilmot Proviso (1846).
- the Compromise of 1850, including the Fugitive Slave Act.
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas.
- the *Dred Scott v. Sandford* decision (1857).
- changes in the party system.

**Examples may include but are not limited to:** the death of the Whig party, rise of the Republican party, and division of the Democratic party.

8 – U5.1.5 Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.

**Examples may include but are not limited to:** Nat Turner, Harriet Tubman and the Underground Railroad, Michigan's role in the Underground Railroad.

8 – U5.1.6 Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.

### U5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

8 – U5.2.1 Discuss the social, political, economic, and cultural reasons for secession.

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the following:

- critical events and battles in the war.
- the political and military leadership of the North and South.
- respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.

8 – U5.2.3 Examine Abraham Lincoln's presidency with respect to:

- his military and political leadership.
- the evolution of his emancipation policy (including the Emancipation Proclamation).
- The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.

8 – U5.2.4 Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments.

### U5.3 Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

8 – U5.3.1 Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing:

- the policies of the Freedmen's Bureau.
- the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

8 – U5.3.3 Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U5.3.5 Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

## U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

### U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th century. This era will be addressed in depth and with greater intellectual sophistication in the high school U.S. History and Geography content expectations.

8 – U6.1.1 America at Century's End – compare and contrast the United States in 1800 with the United States in 1898, focusing on similarities and differences in:

- territory.
- population.
- systems of transportation.
- governmental policies promoting economic development.
- economic change.
- the treatment of African-Americans.
- the policies toward Indigenous Peoples.

**Examples may include but are not limited to:**

Territory: the size of the United States and land use.

Population: immigration, reaction to immigrants, the changing demographic structure of rural and urban America.

Systems of transportation: canals, railroads, etc.

Governmental policies: promoting economic development, tariffs, banking, land grants, mineral rights, the Homestead Act.

Economic change: industrialization, increased global competition, the impact of conditions of farmers and industrial workers.

Policies toward African-Americans: the rise of segregation as endorsed by the Supreme Court decision in *Plessy v. Ferguson*, the response of African-Americans.

Policies toward Indigenous Peoples: the Dawes Act of 1887, the response of Indigenous Peoples.

### U6.2 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from U.S. History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 – U6.2.1 U.S. History Investigation Topic and Issue Analysis, Past and Present – use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

**Examples of Investigation Topics and Questions (and examples from U.S. history):** Balance of Power – how has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others). Liberty versus Security – how has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War). The Government and Social Change – how have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women's movement, Reconstruction policies). Movement of People – how has the nation addressed the movement of people into and within the United States? (e.g., Indigenous Peoples, immigrants).

## PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- identify a national public policy issue.
- clearly state the issue as a question of public policy orally or in written form.
- use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- identify and apply Democratic Values or Constitutional Principles.
- share and discuss findings of research and issue analysis in group discussions and debates.
- compose a persuasive essay justifying the position with a reasoned argument.
- develop an action plan to address or inform others about the issue.

### P4.2 Civic Participation

Act constructively to further the public good.

8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others.

# THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

## P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

# MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

| High School Social Studies Overview Chart | | | |
|---|---|---|---|
| World History and Geography | U.S.History and Geography | Civics | Economics |
| Course/Credit Focus | Course/Credit Focus | Course/Credit Focus | Course/Credit Focus |
| F1 World Historical and Geographical Inquiry and Literacy Practices<br>Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional<br>W4 WHG - Era 4<br>Expanding and Intensified Hemispheric Interactions, 300-1500 CE<br>W5 WHG - Era 5<br>The Emergence of the First Global Age, 15th-18th Centuries<br>W6 WHG - Era 6<br>An Age of Global Revolutions, 18th Century-1914<br>W7 WHG - Era 7<br>Global Crisis and Achievement, 1900-Present<br>Global Issues | Historical and Geographical Knowledge and Perspective<br>Historical and Geographical Analysis and Interpretation<br>Thematic Analysis of U.S. History Eras 6-9<br>F Foundations USHG ERAS 1-5<br>U6 USHG - Era 6<br>The Development of an Industrial, Urban, and Global United States, 1870-1930<br>U7 USHG - Era 7<br>The Great Depression and World War II, 1920-1945<br>U8 USHG - Era 8<br>Post-World War II United States, 1945-1989<br>U9 USHG - Era 9<br>America in a New Global Age, 1980-Present | Civics Knowledge<br>Intellectual Skills<br>Participatory Skills<br>Civics Dispositions<br>C1 Philosophical Foundations of Civic Society and Government<br>C2 Origins and Foundations of Civic Society and Government<br>C3 Structure and Function of Governments in the United States<br>C4 Rights and Liberties in the United States of America<br>C5 The United States of America and World Affairs<br>C6 Citizenship and Civic Participation in the United States of America | Economics Knowledge<br>Intellectual Skills<br>Economic Literacy<br>E1 The Market Economy<br>E2 The National Economy<br>E3 International Economy |

| Sample World History and Geography Compelling and Supporting Question | | |
|---|---|---|
| HSWHG | Have increased migration and cross-cultural interactions made humans more connected? | 1) What were the social, political, economic, and cultural motives for imperialism in the 19th century?<br>2) Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?<br>3) How did native people respond to and/or resist imperialism?<br>4) What were long-term social, political, economic, and cultural consequences of imperialism?<br><br>**Standards Connection:** 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.2.1, 6.2.4 |

# WORLD HISTORY AND GEOGRAPHY

The World in Time and Space: Michigan's Content Expectations

Michigan's World History and Geography content expectations encourage students to work with and across different scales of time and space to:

- investigate global patterns and developments over time while connecting more local patterns to larger interregional and global patterns.
- employ different analytical schemes, including global, regional, national and local, to understand developments over time.
- make comparisons within and among regions and societies, and across time.
- develop an understanding of the historical and geographic context of human commonalities and differences, particularly in considering claims of universal standards or of cultural diversity.

In their studies, students will focus on five large historical and geographic patterns:

- the causes, consequences, and patterns of changes in human governance systems and changes over time.
- the causes, consequences, and patterns of interactions among societies and regions, including trade, war, diplomacy, and international institutions.
- the impact of demographic, technological, environmental, and economic changes on people, their cultures, and their environments.
- the causes, consequences, and patterns of cultural, intellectual, religious and social changes.
- the relationship between the environment and developments in population, settlement, economy, and politics.

Using time, the K-12 expectations are presented in seven overlapping historical eras. Era 4 content in the high school expectations provides important context for the First Global Age in Era 5 (as well as subsequent eras), and builds upon Era 4 content that students are assumed to have learned in 7th grade (see page 70). The high school expectations include Eras 4-7 and conclude with a set of contemporary global issues. A contextualized review of major ideas from Eras 1-4 studied in 7th grade may be helpful.

Era 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE
Era 5: The Emergence of the First Global Age, 15th to 18th Centuries
Era 6: An Age of Global Revolutions, 18th Century to 1914
Era 7: Global Crisis and Achievement, 1900 to Present Day
Contemporary Global Issues

Global or cross-temporal expectations focus on large-scale patterns occurring in several areas of the globe, such as the collapse or decline of empires, growth of trade networks, war, industrialism, and the diffusion of religions or philosophies. Expectations at this level also include comparisons that span across time (or eras), such as comparing the growth of world religions before 1500 CE with growth after 1500 or comparing the agricultural economic system of the 17th century with the industrial economic system of the 18th century.

Interregional or comparative expectations offer students an opportunity to investigate significant developments, processes, and patterns in and across particular regions of the globe, and connect developments there to global developments during the same era. These expectations also include cross-spatial comparisons, such as comparing the social and economic impacts of industrialism in particular regions of the world and comparing 20th century independence movements in India, Africa, and Southeast Asia.

Although the expectations are divided into eras and spatial scales for the purpose of organization, teachers and students need not see fixed lines between eras and spatial scales. These are not absolute compartments but rather fluid, nested categories used to help organize content expectations. For example, teachers and students should be able to move from a global look at trade networks in the 10th century, through an interregional look, to a look at the impact of trade in regions such as South Africa, Japan, or Cuba. The connections between and among these temporal eras and spatial scales are the most important features of world history and geography.

## USING THE WORLD HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

Several considerations are important as teachers use the High School Content Expectations to plan instruction.

- The High School Content Expectations are the foundation for developing historical, geographic, civic, and economic thinking.
- Active social studies inquiry is essential. The Arc of Inquiry is a description of the process that helps students develop the kind of reasoned and informed decision making needed for active citizenship in American society.
- Beyond the high school courses needed to develop state assessments, the HSCE does not specify lessons, units, or an instructional sequence. World geography can be taught regionally or thematically, and history can be taught past to present, or present to past.
- On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

### *Process and Skills*

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

## WORLD HISTORY AND GEOGRAPHY (WHG) CONTENT STATEMENT OUTLINE

### SOCIAL STUDIES PROCESS AND SKILLS STANDARDS

P1 Reading and Communication

P2 Inquiry, Research, and Analysis

P3 Public Discourse and Decision Making

P4 Civic Participation

### WORLD HISTORY AND GEOGRAPHY

Eras 4-7 Addressed in WHG HSCE. NOTE: Some content from Era 4 is represented in the 7th grade expectations. Teachers may wish to review the 7th grade content as well.

**F1 World Historical and Geographical Inquiry and Literacy Practices**

**WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 CE**

4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts

4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas

**WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries**

5.1 Emerging Global System and Diffusion of World Religions

5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro-Eurasian Empires

**WHG Era 6 – An Age of Global Revolutions, 18th Century-1914**

6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections

6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism

**WHG Era 7 – Global Crisis and Achievement, 1900-PRESENT DAY**

7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges

7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide

**Contemporary Global Issues 1-4** (Population, Resources, Patterns of Global Interactions, Conflict, Cooperation, and Security)

## FOUNDATIONS OF HIGH SCHOOL WORLD HISTORY AND GEOGRAPHY

How do world historians make sense of a global past? Why are geography and spatial reasoning important for understanding world history? These foundational expectations help students answer such questions, and introduce them to the tools they will need to study world history. Individually and collaboratively, students can engage in planned inquiries.

### F1 World Historical and Geographical Inquiry and Literacy Practices

Explain and use disciplinary processes and tools from world history. These processes and tools include but are not limited to:

- framing questions to guide inquiry.
- determining historical significance.
- applying concepts of change over time, continuity, and multiple causes and consequences.
- contextualizing evidence and historical phenomena under study.
- explaining and applying different periodization schemes.
- using and connecting different spatial frames (examples may include but are not limited to global, interregional, regional).
- recognizing that perspectives are shaped by different experiences across time and space.
- sourcing, analyzing, and corroborating multiple sources of evidence (examples may include but are not limited to primary and secondary; verbal and visual; in print, three-dimensional, and digital).
- analyzing maps and graphs to understand large-scale movement, trends, and patterns.
- using spatial reasoning to evaluate the role of human-environment interactions in history.
- comparing and contrasting physical, political, economic, and cultural characteristics across time and space.

## WHG ERA 4: EXPANDING AND INTENSIFIED HEMISPHERIC INTERACTIONS, 300 TO 1500 CE

How do religion and philosophy shape the development of societies? How does trade affect culture? Prior to the great global convergence, how did the worldviews of people in Afro-Eurasia compare with the worldviews of people in the Americas? These Era 4 expectations help students answer such questions, and provide a context for the emergence of the first global age in Era 5. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

### 4.1 Global or Cross-Temporal Expectations

Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.

4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.

**Examples may include but are not limited to:** increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; influences of Islam and Hinduism in South Asia.

4.1.2 Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.

**Examples may include but are not limited to:** trans-Saharan trading in gold and salt; intensification of trade around the Indian Ocean; increasing trade and the growth of towns and cities in western Europe; the spread of the plague and significance of its consequences; networks of exchange in North, Central, and South America.

### 4.2 Interregional or Comparative Expectations

Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.

4.2.1 Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.

**Examples may include but are not limited to:** investigating geographic extent of Muslim empires; the artistic, scientific, technological, and economic features that developed in Muslim society through cultural interactions and exchanges; diverse religious traditions of Islam; the cultural, political, and economic influence of Dar al-Islam in Afro-Eurasia; the caliphate as both a religious and political institution.

4.2.2 Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration.

**Examples may include but are not limited to:** investigating geographic patterns of Mongol conquest and expansion; characteristics and consequences of the Pax Mongolica; revival of long-distance trading networks between China and the Mediterranean world.

4.2.3 Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas.

**Examples may include but are not limited to:** case studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.

## WHG ERA 5 – THE EMERGENCE OF THE FIRST GLOBAL AGE, 15TH TO 18TH CENTURIES

What happens when separate "worlds" converge? Did the world become a better place to live because of the global convergence? Why did some societies emerge with more power, and others with less? In Era 5, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

### 5.1 Global or Cross-Temporal Expectations

Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

5.1.1 Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.

**Examples may include but are not limited to:** investigating the influence of mercantilism and capitalism; the role of sugar and silver in the global economy; movement of people, commodities, and ideas across the Atlantic basin; rising nationalism, militarism, and absolutism; emergence of European maritime power in Asia and land control in the Americas.

5.1.2 Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.

**Examples may include but are not limited to:** investigating the expulsion of Muslims and Jews from Spain; Reformation and expansion of Christianity to the Americas; expansion of Islam to Southeast Asia; Sikhism's contribution to the Punjab area of South Asia; Buddhism's growth in East and Southeast Asia; Taoist and Confucian political influences; cases of religious syncretism (blending of beliefs and traditions); continuity of local, indigenous beliefs throughout the world.

### 5.2 Interregional or Comparative Expectations

Evaluate the impact of the global convergence on interregional developments and interactions in various contexts.

5.2.1 Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.

**Examples may include but are not limited to:** investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.

5.2.2 The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.

5.2.3 Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.

**Examples may include but are not limited to:** case studies of political, economic, and cultural transformations in the Ottoman, Mughal, Safavid, Songhai, and Russian Empires, Ming and Qing Dynasties, and/or Tokugawa Shogunate.

## WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

What constitutes a "revolution?" What makes people want to change their government? How do political and economic forces shape people's identities? In Era 6, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

### 6.1 Global or Cross-Temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.

6.1.1 Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.

6.1.2 Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.

6.1.3 Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.

**Examples may include but are not limited to:** investigating constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization.

## 6.2 Interregional or Comparative Expectations

Analyze and compare the interregional patterns of nationalism, state building, social and economic reform, and imperialism.

6.2.1 Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.

**Examples may include but are not limited to:** case studies of Chinese, Haitian, Mexican and/or other Latin American revolutions; others who fought for a new political order against oppression, like Tacky's War in Jamaica in 1760, the rebellion of Tupac Amaru in 1780, or the Indian Rebellion of 1857.

6.2.2 Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.

**Examples may include but are not limited to:** case studies of Germany, Italy, Japan.

6.2.3 Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.

**Examples may include but are not limited to:** case studies of industrialization in Great Britain, Belgium, France, Germany, France, Russia, and/or Japan; effects on women and children; the rise of organized labor movements; the extent and consequences of urbanization.

6.2.4 Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.

**Examples may include but are not limited to:** case studies of Japan (Meiji Restoration), Qing China, India, Egypt, Ethiopia and/or the Congo; encounters between imperial powers (Europe, Japan) and local people in India, Africa, Central Asia, and East Asia; the connection between imperialism and racism, including the social construction of race.

## WHG ERA 7 – GLOBAL CRISIS AND ACHIEVEMENT, 1900-Present

Why was the 20th century so violent? Did an accelerating pace of technological and scientific innovations improve people's lives? How does increasing global interaction affect individuals? In Era 7, students can investigate questions such as these through both global and interregional lenses. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

### 7.1 Global or Cross-Temporal Expectations

Analyze the impact of changes in global balances of military, political, economic, and technological power throughout the 20th century and to the present.

7.1.1 Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.

7.1.2 Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous eras, including the roles of ideology, technology, and civilians.

7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.

7.1.4 Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.

### 7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars, revolutions, and independence movements during this era.

7.2.1 World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.

**Examples may include but are not limited to:** investigating effects of nationalism, industrialization, disputes over territory, systems of alliances, imperialism, the role of colonial peoples and militarism, total war ideology and the Armenian Genocide; distinctive characteristics and impacts of the war on the soldiers and people at home, including the use of propaganda; consequences of the mandate system, reparations, and national self-determination around the globe.

7.2.2 Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of fascism, communism, and nationalism in different world regions.

**Examples may include but are not limited to:** case studies of the economic depression on different regions, nations, and the globe; case studies of the rise of fascism and the spread of communism in Europe and Asia; comparing and contrasting the rise of nationalism in China, Turkey, and India.

7.2.3 World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.

**Examples may include but are not limited to:** investigating the role of aggression and conflict appeasement that led to war in Europe and Asia; the development and enactment of Hitler's "Final Solution" policy and the Holocaust, major turning points and unique characteristics of the war; spatial and political impact of the Allied negotiations on the nations of Eastern Europe and throughout the world; immediate consequences of the war's end, including the devastation, effects on population, dawn of the atomic age, and the occupation of Germany and Japan.

7.2.4 Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.

**Examples may include but are not limited to:** investigating economic, political, and military origins of the Cold War; arms race and space race; comparing and contrasting conflicts in Asia, Africa, and Central America; the significance of the Cold War as a 20th century event, including transitions from bipolar to multipolar center(s) of power.

7.2.5 Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.

**Examples may include but are not limited to:** case studies of the Russian Revolution, Mexican Revolution, and/or Iranian Revolution; legacy of imperialism in Africa, Southeast Asia, and Latin America; importance of the massive resistance and non-violent philosophy of Mahatma Gandhi; independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia; the development of the State of Israel; conflicts such as Arab-Israeli disputes, Palestine, the Suez Crisis, and Sunni-Shi'a conflicts.

7.2.6 Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community's responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.

**Examples may include but are not limited to:** investigating the ideology and policies that led to genocide; policies to address and prevent genocide; cases studies of genocides such as Herero and Namaqua, Cambodia, Rwanda, Ukraine, and/or Bosnia.

## CG CONTEMPORARY GLOBAL ISSUES

How have world historical events, patterns, and forces shaped contemporary global issues? To what extent are contemporary global issues a continuation of world historical trends? Students can investigate questions such as these, and/or pose their own questions about contemporary global issues, focusing on themes like population, resources, global interactions, and conflict, cooperation and security. Individually and collaboratively, students can use maps, graphs, primary sources, and other documents in planned inquiries.

### CG1 Population

Explain the causes and consequences of contemporary population changes by analyzing the:

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).
- distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).
- relationship of the population changes to global interactions, and their impact on different regions of the world.

### CG2 Resources

Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:

- changes in spatial distribution and use of natural resources.
- the differences in ways societies have been using and distributing natural resources.
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.
- major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.
- the impact of humans on the global environment.

**CG3 Patterns of Global Interactions**

Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:

- economic interdependence of the world's countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to "new" cultural ideas.
- the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.

**CG4 Conflict, Cooperation, and Security**

Analyze the causes and challenges of continuing and new conflicts by describing:

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- causes of and responses to ethnic cleansing/genocide/mass killing.
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

# THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

## P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

# UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth, and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in contemporary society, by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

## HISTORY: AN INTEGRATIVE, DISCIPLINED STUDY

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people have developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, "We live our lives forward, but we understand them backward."

Like geography, the study of history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions, and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources — such as public and private documents, numerical data, and maps — to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. The study of history thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies; it also helps increase our ability to analyze change, evaluate others' interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

## GEOGRAPHY: AN INTEGRATIVE, DISCIPLINED STUDY

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth's surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment is more challenging, and the global economy is more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies requires competencies with geography from the local to global scale.

The purpose of studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. These patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, such as: Where are they on Earth's surface? Why are they there? What are the consequences for people and the environment? For example, large quantities of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf region.

The study of geography as a discipline is approached in two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs, and social, economic, and ethnic residential patterns that spread across the urban space. At times, regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, the nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the world wide web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

## MICHIGAN'S CONTENT EXPECTATIONS

The high school expectations begin with a short set of foundational expectations, and include United States Historical Eras 5-9, culminating in current policy debates.

Foundational Issues in United States History and Geography:

ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 – The Great Depression and World War II, 1920-1945

ERA 8 – Post-war United States, 1945-1989

ERA 9 – America in a New Global Age, 1989 to the present

## CONCLUSION

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continue to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, as well as times and places where people or events challenged, violated, or expanded those ideals.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically; analyze and evaluate arguments; and decide which positions, given the evidence, are more or less plausible, better, or worse. While they learn about the facts, events, and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they hold their views.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century, by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. Michigan students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve, and that democratic societies so desperately need.

| **Sample U.S. History and Geography Compelling and Supporting Question** | | |
|---|---|---|
| HS USHG | Was the vote enough? | 1) Why did some Americans oppose granting suffrage to women?<br>2) What were the primary arguments used by the suffragettes and the opposition?<br>3) What were some rights not gained in the Nineteenth Amendment?<br>4) What was the Equal Rights Amendment?<br><br>**Standards Connection:** 6.3.1, 6.3.2, 6.3.3 |

## USING THE U.S. HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these United States History and Geography expectations to plan instruction. It is important to remember that this document:

### INTEGRATES GEOGRAPHY AND HISTORY

In meeting these expectations, students will use the content and habits of mind of both history and geography to study America's past and present. This document uses a temporal organizational scheme to present the content expectations.

### USES HISTORICAL AND GEOGRAPHIC THINKING

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze, and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

### REQUIRES ACTIVE, DISCIPLINED INQUIRY

In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. This entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.

### REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators should combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

### DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

#### *Process and Skills*

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.

# U.S. History and Geography Content Expectations

### History Themes

1. Change and Continuity in American Society
2. The Gathering and Interactions of Peoples, Cultures, and Ideas
3. Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
4. The Changing Role of America in the World

### Geography Themes

1. Space and Place
2. Environment and Society
3. Spatial Dynamics and Connections
4. U.S./Global Issues and Events

### Disciplinary Knowledge

- Historical and Geographical Knowledge and Perspective
- Historical and Geographical Analysis and Interpretation
- Thematic Analysis of U.S. History Eras 6-9

**Era 1 (Grade 5) Beginnings to 1620**

- Indigenous Peoples Life in the Americas
- American Democratic Values and Constitutional Principles
- Three World Interactions

**Era 2 (Grade 5) Colonization and Settlement (1585-1763)**

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America Structure, Functions, and Enumerated Powers of National Government

**Era 3 (Grades 5 & 8) Revolution and the New Nation (1754-1800)**

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution
- Formation and Implementation of U.S. Foreign Policy

**Era 4 (Grade 8) Expansion and Reform (1792-1861)**

- Political, Economic, and Regional Growth
- Reform Movements

**Era 5 (Grade 8) Civil War and Reconstruction (1850-1877)**

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

**Era 6 (HS) Development of Industrial, Urban, and Global United States (1870-1930)**

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS-HSCE)
- Becoming a World Power
- Progressivism and Reform

**Era 7 (HS) Great Depression and World War II (1920-1945)**

- Growing Crisis of Industrial Capitalism and Responses
- World War ll

**Era 8 (HS) Post-World War II United States (1945-1989)**

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post-World War II Era

**Era 9 (HS) America in a New Global Age**

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

P1 Reading and Communication

P2 Inquiry, Research, and Analysis

P3 Public Discourse and Decision Making

P4 Civic Participation

## UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

**F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)**

F1 Political and Intellectual Transformations of America to 1877

**USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)

6.2 Becoming a World Power

6.3 Progressive Era

**USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)**

7.1 Growing Crisis of Industrial Capitalism and Responses

7.2 World War II

**USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)**

8.1 Cold War and the United States

8.2 Domestic Changes and Policies

8.3 Civil Rights in the Post-World War II Era

**USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE**

9.1 Impact of Globalization on the United States

9.2 Changes in America's Role in the World

9.3 Policy Debates

## FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5

These foundational expectations are included to help students draw upon their previous study of integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

### F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:

- the Declaration of Independence.
- the original United States Constitution (including the Preamble).
- the Bill of Rights.
- the Gettysburg Address.
- the Thirteenth, Fourteenth, and Fifteenth Amendments.

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change.

F1.3 Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.

## USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

### 6.1 Growth of an Industrial and Urban America

Explain the causes and consequences — both positive and negative — of the Industrial Revolution and America's growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:

- the organizational revolution.
- the economic policies of government and industrial leaders.
- the advantages of physical geography.
- the increase in labor through immigration and migration.
- the growing importance of the automobile industry.

**Examples may include but are not limited to:** the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.

6.1.2 Labor's Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.

**Examples may include but are not limited to:** the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer's Alliance, Grange, Platform for the Populist Party, Bryan's "Cross of Gold" speech.

6.1.3 Urbanization – explain the causes and consequences of urbanization, including:

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.

6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:

- describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- describing governmental policies promoting economic development.
- evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

## 6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.1 Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

6.2.2 World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

6.2.3 Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration.

**Examples may include but are not limited to:** War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:

- the Treaty of Versailles.
- U.S. participation in the League of Nations.
- the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.

### 6.3 Progressive Era

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by America and their consequences (positive/negative – anticipated/unanticipated).

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

**Examples may include but are not limited to:** urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

**Examples may include but are not limited to:** the successes and failures of efforts to expand women's rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women's Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court's role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

6.3.4 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

### 7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the "Roaring Twenties" including:

- cultural movements such as the Jazz Age, the Harlem Renaissance, and the "Lost Generation."
- the increasing role of advertising and its impact on consumer purchases.
- the NAACP legal strategy to attack segregation.

**Examples may include but are not limited to:** the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

7.1.2 Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:

- the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- President Herbert Hoover's policies and their impact, including the Reconstruction Finance Corporation.

7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt's policies and tactics during the New Deal era, including:

- the changing role of the federal government's responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.
- the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.
- consequences of New Deal policies.

**Examples may include but are not limited to:** Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers' rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

### 7.2 World War II

Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.

7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war, including:

- political and economic disputes over territory.
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.
- U.S. neutrality.
- the bombing of Pearl Harbor.

**Examples may include but are not limited to:** failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.

7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.

**Examples may include but are not limited to:** Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.

7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:

- the mobilization of economic, military, and social resources.
- the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
- the role of the home front in supporting the war effort.
- the conflict and consequences around the internment of Japanese-Americans.

7.2.4 Responses to Genocide – investigate the responses to Hitler's "Final Solution" policy by the Allies, the U.S. government, international organizations, and individuals.

**Examples may include but are not limited to:** concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the "righteous among the nations".

## USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

### 8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.

8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).
- diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.

**Examples may include but are not limited to:** the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:

- the development and growth of a U.S. national security establishment and intelligence community.
- the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
- indirect (or proxy) confrontations within specific world regions.
- the arms race and its implications on science, technology, and education.

**Examples may include but are not limited to:** the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).

8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War.

**Examples may include but are not limited to:** detente, policies of the U.S. and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.

## 8.2 Domestic Policies

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.

8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:

- describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.
- evaluating policy decisions and legislative actions to meet these challenges.

**Examples may include but are not limited to:** G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt's New Deal initiatives, President Lyndon Johnson's Great Society programs, and President Ronald Reagan's market-based domestic policies.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

**Examples may include but are not limited to:** *Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier*, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, "flower power," hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.

## 8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:

- the impact of World War II and the Cold War.
- Responses to Supreme Court decisions and governmental actions.
- the Civil Rights Act (1964).
- protest movements.
- rights.
- organizations.
- civil actions.

**Examples may include but are not limited to:** racial and gender integration of the military; "An American Dilemma"; Jim Crow laws; de jure segregation; *Brown v. Board of Education*; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.

8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women's Rights – analyze the causes, course, and reaction to the women's rights movement in the 1960s and 1970s.

**Examples may include but are not limited to:** the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.

8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.

**Examples may include but are not limited to:** Indigenous Peoples; Latinos/Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).

8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.

**Examples may include but are not limited to:** Los Angeles, Cleveland, Chicago, Atlanta, Newark.

## USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary United States.

### 9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.
- the intensification of partisanship.
- the partisan conflict over the role of government in American life.
- the role of regional differences in national politics.

### 9.2 Changes in America's Role in the World

Examine the shifting role of the United States on the world stage from 1980 to the present.

9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

**Examples may include but are not limited to:** military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.

9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

**Examples may include but are not limited to:** the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.

### 9.3 Policy Debates

9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

# THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

# SOCIAL STUDIES PROCESS AND SKILLS: HIGH SCHOOL

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying position, considering opposing views, and applying core values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims that express and justify decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

## P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and to address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

# CIVICS

"We have it in our power to begin the world over again." Thomas Paine introduced the great American experiment with anticipation of what might happen next. When framing their hopes for a new world, the founding generation kept one eye on the past and one on the future. Putting aspirations, goals, and law to paper, the Declaration of Independence, the Articles of the Confederation, and the Constitution illustrate how people may come together united in hope for a better society.

A proposition for every new generation is:
1) how to acknowledge contradictions between Democratic Values and the inequalities of their practice;
2) how to resolve competing, complementary, and vague processes outlined in the founding documents; and
3) how interpretations of the values and principles may differ producing vigorous dialogue, discussion, and debate.

This document provides a framework to encourage students to understand, appreciate, and participate in the conversation.

## 2019 REVISIONS

Standard expectations provide the necessary benchmarks for an educated, informed civic society. These standards seek to allow teachers to elevate the classroom discussion to one where students grapple with the historical and contemporary realities of civic society. Organized into the following six strands, there is both greater clarity of purpose and precision of language:

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

## CIVICS CONTENT STATEMENT OUTLINE

C1 Philosophical Foundations of Civic Society and Government

C2 Origins and Foundations of Government of the United States of America
- 2.1 Origins of American Constitutional Government
- 2.2 Democratic Values and Constitutional Principles

C3 Structure and Function of Governments in the United States of America
- 3.1 Structures, Functions, Powers, and Limits of the Federal Government
- 3.2 Structure, Functions, Powers, and Limits of the State, Local, and Tribal Governments

C4 Rights and Liberties in the United States of America
- 4.1 Application of the Bill of Rights
- 4.2 The Extension of Civil Rights and Liberties
- 4.3 Examining Tensions and Limits on Rights and Liberties

C5 The United States of America and World Affairs
- 5.1 Formation and Implementation of U.S. Foreign Policy
- 5.2 U.S. Role in International Institutions and Affairs

C6 Citizenship and Civic Participation in the United States of America
- 6.1 Citizenship in the United States of America
- 6.2 Rights and Responsibilities in Civic Society
- 6.3 Dispositions for Civic Participation
- 6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

In the charts below, each strand is followed by examples of compelling questions. A compelling question addresses an enduring issue, concern, or debate that provides opportunities for students to explore our polity in an in-depth and thorough fashion. Examples of compelling questions illustrate ways in which the underlying tension, essence, and/or bigger civic question may emerge.

Each strand also includes processes and skills necessary for successful participation in our form of government. Analytical and research skills help students identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public policies. The process and skills possibilities listed below are examples that may tie together content expectations with skills for lively and interactive civics classrooms. Translating the classroom experience into real life, knowledge, dispositions, Democratic Values, and participatory skills are intertwined to position students to be positive members of American society.

### Outline of the Civic Strands, Compelling Questions, and Process Skills Possibilities

| C1 Philosophical Foundations of Civic Society and Government |
|---|
| Compelling Questions:<br>• How might both the pursuit of the common good and the protection of unalienable rights (including life, liberty, and the pursuit of happiness) create tension in the structure and pursuit of governance?<br>• In what ways does the structure of government influence our possibilities as a society and reveal societal values? |
| Process and Skills Possibilities:<br>• Collaboratively design your own society to represent the rights you envision each person or group of people to have alongside appropriate governmental powers. |

| C2 Founding and Development of the Government of the United States of America |
|---|
| Compelling Questions:<br>• In what ways might the federal and state governments reflect characteristics of both direct democracy and a representative republic (or neither)? What might be the best forms of representation?<br>• In what ways has the Constitution created a just government? In what ways has the Constitution created an unjust government? What, if any, remedies were embedded to address problems in the Constitution? |
| Process and Skills Possibilities:<br>• Analyze founding documents to find Democratic Values. Connect the Democratic Values to mechanisms in the Constitution or subsequent documents.<br>• Convene a Constitutional Convention in your class in which you decide what to keep and what to update collaboratively from the Constitution and the Amendments. |

| C3 Structure and Function of Governments in the United States of America |
|---|
| Compelling Questions:<br>• In what ways has the Constitution, and its competitive policy-making process, served to represent the people's will and limit government power to ensure that the people's will is represented?<br>• In what ways do the branches of the national government compete and cooperate in order to govern?<br>• How has the intent of federalism been impacted by provisions within the Constitution and policies over time? |
| Process and Skills Possibilities:<br>• As a classroom, propose a law and walk it through the complexities of becoming law at the federal level.<br>• As a classroom, propose a law and walk it through the complexities of becoming law at the state level. |

| C4 Rights and Liberties in the United States of America |
|---|
| Compelling Questions:<br>• In what ways has the development and interpretation of the Constitution influenced policies that impact citizens and people living in the United States?<br>• How has (or might) the will of the majority upheld or infringed upon rights of the unenfranchised, disenfranchised, or underrepresented?<br>• How might the tension between life and liberty balance against the desire for security in an open society? |
| Process and Skills Possibilities:<br>• Research an issue concerning one of the First Amendment five protections (speech, assembly, religion, press, petition). Put on a mock trial using the evidence from the case to review the evidence and decide. The case could be historical, breaking in the news, or one pending in front of a court.<br>• Identify a pressing issue under the Fourteenth Amendment's equal protection of the law. Research and write amicus briefs exploring all sides of the issue. Present and question the briefs. |

| C5 The United States of America and World Affairs |
|---|
| Compelling Questions:<br>• To what degree, if any, should questions of sovereignty and openness impact the United States and its foreign policy? What possibilities and challenges are posed in open and closed societies?<br>• What, if any, rights of people extend beyond the borders of the United States? What, if any, rights of people from abroad exist inside the borders of the United States?<br>• In what ways have American political ideas, ideals, and the American Constitutional system influenced other governments? |
| Process and Skills Possibilities:<br>• Choose an issue of international importance and convene an international conference where different countries discuss their perspectives. As a class, create a position paper on how the United States of America views the issue and why.<br>• Identify, research, evaluate, take, and defend positions regarding why some aspects of the American Constitutional system that have been effective in the United States either have or have not been used or have not been successful in other countries. |

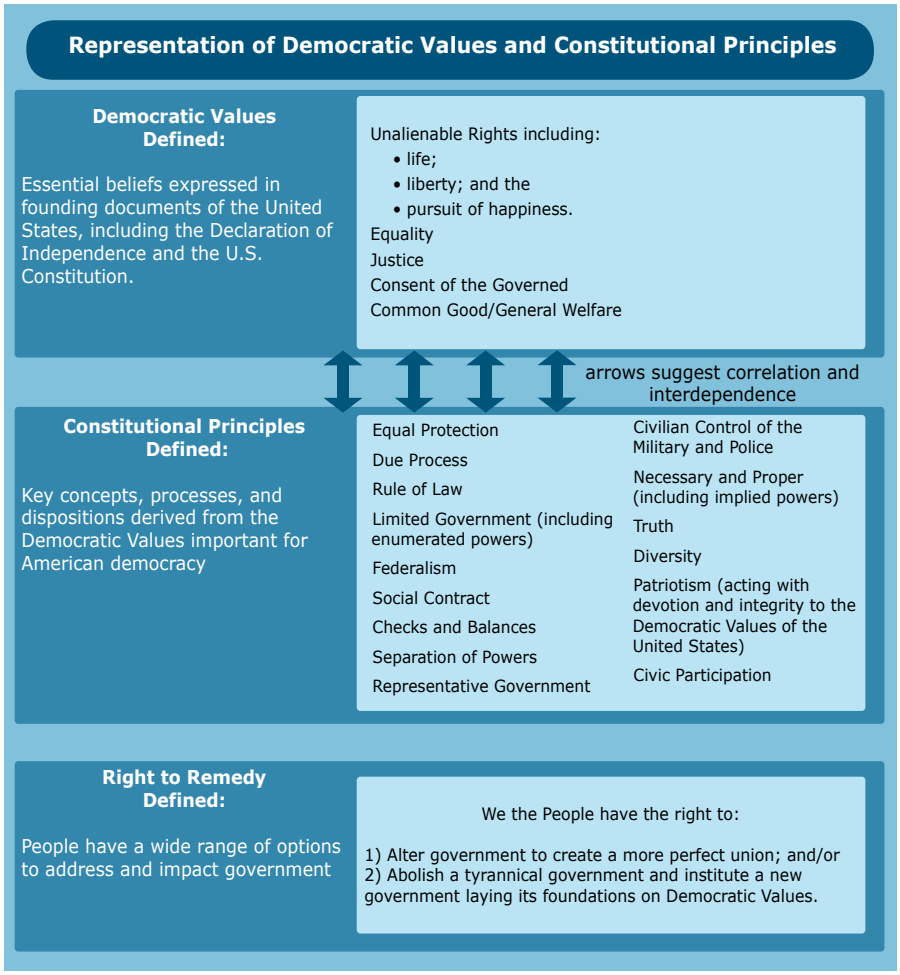
| C6 Citizenship and Civic Participation in the United States of America |
|---|
| Compelling Questions:<br>• What civic skills are necessary for vibrant Constitutional democracies and how might schools cultivate healthy civic virtue?<br>• To what degree should citizens be required to be involved in the responsibilities of citizenship? What might be some of the most important legal and moral rights and obligations of citizenship? |
| Process and Skills Possibilities:<br>• Collaboratively, identify and discuss community needs that have potential public policy solutions. Develop possible solutions, evaluate their pros and cons, and choose one to defend in a simulated public hearing. Develop and defend a proposal for appropriate public policy officials.<br>• Research and design a campaign to educate and encourage students in your school to vote. Create simulated voting opportunities for students throughout your district to experience voting. |

## Governance, Democratic Values, Constitutional Principles, and a Right to Remedy – Possibilities and Pitfalls

In acknowledging the complexities of American governance, various terminologies materialize. To clarify the intent of the Michigan Standards, Democracy refers to the overarching idea that the United States is a government by and for the people ("We the People"). The question continues — How do we implement the principles of democracy while ensuring the protection of rights and liberties of all persons in the United States? Under this umbrella question, multiple forms of governance arise. Examples include but are limited to a representative republic, direct democracy, and outliers that challenge both conventions of thought.

Listing the Democratic Values of the United States of America alongside essential Constitutional Principles reveals the complexities of the historical documents, coupled with the hopes and hypocrisy of the times themselves. Like the formative documents of the United States themselves, this list represents compromise, hope, and a willingness to work together to keep forging ahead in pursuit of clearer standards. For the purposes of this document, "Democratic Values" are essential aspirational goals rooted in founding essential documents, including the Declaration of Independence and the Constitution of the United States; "Constitutional Principles" are ideas and processes derived from Democratic Values as expressed in the Declaration of Independence and the Constitution of the United States. The "right to remedy" refers to a continuum of options people have for impacting government. The list below provides one way in which Democratic Values and Constitutional Principles could be organized and does not represent the full possibilities of what such a list could look like. These items have been organized in the following manner:

This chart illustrates one way a classroom can work through complex questions of competing and reinforcing ideals (Democratic Values) against competing and reinforcing mechanisms to achieve those ideals (Constitutional Principles). Moreover, exploring a continuum of remedy from writing letters, voting, protest, running for office, direct action, and all the way through to abolishing a government under the most extreme circumstances, allows classrooms to explore appropriate action for issues they wish to remedy.




To be fleshed out as a suggestion during professional learning, the concept of a taxonomy is an intellectually rigorous and rewarding exercise. Classrooms could collaborate to create their own taxonomies to see when, how, and if various Constitutional Principles align with particular Democratic Values. Benefits of such an exercise include:

- opportunities to build perspective and empathy in students as they reflect and demonstrate how, if at all, the interpretation of Democratic Values and Constitutional Principles may change based on someone's point of view, social situation, or place in time.
- opportunities to assess the relative effectiveness of Constitutional Principles at upholding certain Democratic Values.
- opportunities for continual teacher assessment to guide students in their learning as they discuss their ongoing understanding of the Democratic Values and Constitutional Principles.
- opportunities to evaluate change over time by utilizing primary documents and the narratives of real

people throughout history, demonstrating how the meaning or actualization of Democratic Values may change in changing cultures.
- opportunities for students to reflect for themselves their own belief systems and where and how they prioritize Democratic Values and Constitutional Principles.

## USING THE CIVICS HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these Civics expectations to plan instruction. It is important to remember that the application of content of this document:

### USES CIVICS THINKING

The expectations require students to think — describe, analyze, synthesize, evaluate, compare, contrast, argue respectfully — using political and civics habits of mind. These expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of names, definitions, and facts is essential, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

### REQUIRES ACTIVE INQUIRY AND PARTICIPATION

Civic education requires students have an active civic identity — active as investigators, political scientists, social scientists, researchers, voters, elected officials, writers, testifiers, organizers, campaigners, and so much more in the civic activities of their schools and communities. Shifting student identity from passive recipients of knowledge to engaged and purposeful members of society requires continued and deliberate practice of deliberative dialogue and discussion.

Civics entails critical reading, writing, and advocacy. Civics entails knowing how, when, and where to use Civics concepts and knowledge to understand and participate in the world.

This calls upon students to: frame important questions; locate and analyze appropriate evidence and data; consider differing points of view, apply concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions; and participate in democratic deliberations around public policy issues. In short, Civics should help Michigan students make reasoned and informed decisions and understand how to fully participate in American society.

### REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling public policy issue or problem to organize weeks of study, while coherently employing many content expectations.

### DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. Examples are listed in "Examples may include but are not limited to" below the content expectation. Local districts and the teachers may use these ideas as starting points for their instruction and may include examples to reflect their own local experiences relevant to the curriculum. The examples are not required content, yet may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

#### *Process and Skills*

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit Standards.

# CIVICS

## C1 Philosophical Foundations of Civic Society and Government

C – 1.1.1 Describe, compare, and contrast political philosophers views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.

C – 1.1.2 Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.

**Examples may include but are not limited to:** anarchy, dictatorship, democracy, monarchy, oligarchy, republic, theocracy, military junta, socialist, and tribal governments.

C – 1.1.3 Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.

**Examples may include but are not limited to:** direct democracy, constitutional democracy, constitutional republic, representative democracy, indirect democracy/ republic.

C – 1.1.4 Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.

## C2 Founding and Development of the Government of the United States of America

### C2.1 Origins of the American Constitutional Government

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.

**Examples may include but are not limited to:** the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu's Spirit of Laws, Paine's Common Sense, Aristotle's Politics, and select Federalist Papers (10th, 14th, and 51st).

C – 2.1.2 Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.

**Examples of Democratic Values may include but are not limited to:** justice, unalienable rights (life, liberty, pursuit of happiness), and equality.

**Analysis may include but is not limited to:** how might the ideals in the Declaration have been in tension with reality?

C – 2.1.3 Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.

### C2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.1 Analyze relationships between Democratic Values and Constitutional Principles.

**Examples may include but are not limited to:** ways in which the Constitutional Principle of due process of laws correlates with the Democratic Value of justice, ways in which the Constitutional Principle of equal protection of the law correlates with the Democratic Value of equality.

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution.

**Examples may include but are not limited to:** equality; drawing upon Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail"; the Universal Declaration of Human Rights; the Declaration of Sentiments; the Equal Rights Amendment; and *Dred Scott v. Sandford, Plessy v. Ferguson, Loving v. Virginia,* the Americans With Disabilities Act, and *Obergefell v. Hodges*.

C – 2.2.3 Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.

**Examples may include but are not limited to:** liberty and authority/order, justice and equality, individual rights and the common good.

## C3 Structure and Function of Governments in the United States of America

### C3.1 Structure, Functions, Powers, and Limits of Federal Government

C – 3.1.1 Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.

**Examples may include but are not limited to:** the House of Representatives and Senate (including election and qualifications to hold office), advise and consent, impeachment, power of the purse, approval of treaties, and war powers.

C – 3.1.2 Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.

**Examples may include but are not limited to:** the President (including election and qualifications to hold office), Commander-in-Chief, appointment power, presidential pardon, executive departments, due care (faithful execution of the laws) clause, independent regulatory agencies, treaty negotiations, veto power, electoral college, Twenty-fifth Amendment.

C – 3.1.3 Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in *Marbury v. Madison*.

**Examples may include but are not limited to:** the Supreme Court (nomination and appointment process, lifetime tenure), original and appellate jurisdictions, resolution of disputes.

C – 3.1.4 Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.

**Examples may include but are not limited to:** advise and consent, power of the purse, veto power, judicial review, war powers, treaty negotiation and approval, the necessary and proper clause, and impeachment.

C – 3.1.5 Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.

C – 3.1.6 Evaluate major sources of revenue and major expenditures of the federal government.

**Examples may include but are not limited to:** discretionary spending, federal income tax, and mandatory spending.

C – 3.1.7 Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.

**Examples may include but are not limited to:** the Bill of Rights, rule of law, enumerated powers, implied powers, federalism, and *McCulloch v. Maryland*.

### C3.2 Structure and Functions of State, Local, and Tribal Governments

C – 3.2.1 Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.

**Examples of limits on state power include but are not limited to:** prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments.

**Examples of limits on federal power over states include but are not limited to:** federal government cannot abolish a state; Tenth Amendment reserves powers to the states; federal government cannot commandeer state employees.

C – 3.2.2 Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.

C – 3.2.3 Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).

C – 3.2.4 Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.

C – 3.2.5 Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.

C – 3.2.6 Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.

### C3.3 Additional Actors and Influences in American Civic Society

C – 3.3.1 Describe and analyze how groups and individuals influence public policy.

**Examples may include but are not limited to:** political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.2 Describe the evolution of political parties and their contemporary influence on public policy.

C – 3.3.3 Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.4 Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.

C – 3.3.5 Identify and discuss roles of non-governmental organizations in American civic society.

C – 3.3.6 Explain functions and possible influence of various news and other media sources in political communication.

**Examples may include but are not limited to:** television, print, press, Internet (including social media), radio.

C – 3.3.7 Analyze the credibility and validity of various forms of political communication.

**Examples of analysis may include but are not limited to:** logic, factual accuracy, selective omission, emotional appeal, distorted evidence, appeals to bias or prejudice, confirmation and source bias.

## C4 Rights and Liberties in the United States of America

### C4.1 Application of the Bill of Rights

C – 4.1.1 Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.

**Examples may include but are not limited to:** *Schenck v. United States, Brandenburg v. Ohio, Tinker v. Des Moines Independent Community School District, Bethel School District v. Fraser, Hazelwood School District v. Kuhlmeier, Texas v. Johnson, New York Times Co. v. United States, Village of Skokie v. National Socialist Party, Minersville School District v. Gobitis, West Virginia State Board of Education v. Barnette, Engel v. Vitale, Lemon v. Kurtzman, Wisconsin v. Yoder, NAACP v. Alabama*.

C – 4.1.2 Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.

**Examples may include but are not limited to:** search and seizure, right to an attorney, due process, double jeopardy, right to speedy trial, right to impartial jury, right to witnesses, no cruel or unusual punishment. Court cases include, but are not limited to: *Mapp v. Ohio, Katz v. United States, New Jersey v. T.L.O., Riley v. California, Gideon v. Wainwright, Miranda v. Arizona, Gregg v. Georgia.*

### C4.2 Extensions of Civil Rights and Civil Liberties

C – 4.2.1 Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.

C – 4.2.2 Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.

**Examples may include but are not limited to:** suffrage movements (Fifteenth, Nineteenth, Twenty-Third, Twenty-Fourth, Twenty-Sixth Amendments), and the civil rights movements (Twenty-Fourth, Twenty-Sixth Amendments).

C – 4.2.3 Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.

**Examples may include court cases and pieces of legislation that include but are not limited to:** Civil Rights Act of 1964, Voting Right Act of 1965, *Barron v. Baltimore, Slaughterhouse cases, Gitlow v. New York, Gideon v. Wainwright, Mapp v. Ohio, Meyer v. Nebraska, Griswold v. Connecticut, Roe v. Wade, Cantwell v. Connecticut, McDonald v. Chicago, Shelby County v. Holder, Obergefell v. Hodges, United States v. Wong Kim Ark.*

### C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.

**Examples of personal rights include but are not limited to:** freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law.

**Examples of political rights include but are not limited to:** freedom of speech, press, assembly, and petition; the right to vote and run for public office.

**Examples of economic rights include but are not limited to:** acquire, use, transfer, and dispose of property; choose one's work, change employment, join labor unions and professional associations; establish and operate a business; copyright protection; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.

**Examples may include but are not limited to:** clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity.

**Examples may include but are not limited to:** *Dred Scott, Plessy v. Ferguson, Korematsu v. United States.*

## C5 The United States of America and World Affairs

### C5.1 Formation and Implementation of U.S. Foreign Policy

C – 5.1.1 Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.

**Examples may include but are not limited to:** Senate treaty ratification powers, Senate advise and consent of political appointments, Congressional declarations of war, War Powers Act of 1973, executive orders and related injunctions, power of the purse.

C – 5.1.2 Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.

**Examples of policies may include but are not limited to:** immigration policies, nuclear treaties, Paris Accords and climate change, war on terrorism, space treaties, privatization and militarism of space, the Spanish-American War, American isolationism, the Atlantic Charter, cold war containment, post-cold war policy, modern treaties, tariffs, trade wars, cyber-security, gag rules.

**Examples of implementation may include but are not limited to:** diplomacy, sanctions, treaties, military actions, covert actions, Peace Corps, humanitarian aid.

C – 5.1.3 Describe ways in which groups and individuals influence foreign policy.

**Examples may include but are not limited to:** political action committees, voluntary organizations, professional organizations, civic organizations, media, individuals' public opinions, interest groups, the media news cycles, think tanks, foreign policy.

### C5.2 U.S. Role in International Institutions and Affairs

C – 5.2.1 Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.

**Examples may include but are not limited to:** foreign policy, popular culture, fashion, music, Democratic Values, Constitutional Principles, backlash.

C – 5.2.2 Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.

**Examples may include but are not limited to:** multinational corporations, terrorism, regional organizations, trade, migration, human trafficking, telecommunications.

C – 5.2.3 Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.

**Examples may include but are not limited to:** the United Nations, North Atlantic Treaty Organization, Organization of American States, USMCA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, Paris Climate Accords, and Nuclear Non-Proliferation Treaty.

C – 5.2.4 Identify and evaluate international non-governmental organizations.

**Examples may include but are not limited to:** International Red Cross, Amnesty International, Doctors Without Borders.

## C6 Citizenship and Civic Participation in the United States of America

### C6.1 Citizenship in the United States of America

C – 6.1.1 Describe and evaluate the requirements and process for becoming a citizen of the United States.

C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.

**Examples may include but are not limited to:** legislation, Constitutional Amendments.

C – 6.1.3 Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.

**Examples may include but are not limited to:** District of Columbia, Guam, Puerto Rico, Northern Mariana Islands, U.S. Virgin Islands, American Samoa, Tribal Governments.

### C6.2 Rights and Responsibilities in Civic Society

C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.

**Examples unique to citizens include but are not limited to*:** voting in national, state, and local elections, serving as a juror, running for elected office.

**Examples for all persons living in the United States as lawful permanent residents include but are not limited to:** serving in the armed forces, voting in local jurisdictions, serving on some local juries, registering to vote.

**Examples for all persons living in the United States include but are not limited to:**

- participating in public life.
- participating in political life.
- being informed about laws that govern society.
- respecting and obeying just laws.
- stay informed and attentive about public issues.
- monitoring political leaders and governmental agencies.
- assuming community leadership when appropriate.
- paying taxes.
- registering to vote and voting knowledgeably on candidates and issues.
- performing public service.
- assuming leadership when appropriate.

*incarceration is an exception in some states.

### C6.3 Dispositions for Civic Participation

C – 6.3.1 Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.

**Examples may include but are not limited to:** concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise, persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

C – 6.3.2 Explain how informed members of society influence civic life.

**Examples may include but are not limited to:** obeying just law, disobeying unjust law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

### C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse

C – 6.4.1 Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.

C – 6.4.2 Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.

**Examples may include but are not limited to:** abolitionists, women's suffrage movement, Civil Rights movement, direct action, sit-down strikes, walk-outs.

C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.

**Considerations for research may include but are not limited to:** primary and secondary sources, legal documents (Constitutions, court decisions, state law), non-text based information (oral speeches/presentations, political cartoons, campaign advertisements), and other forms of political communication (speeches and blogs).

**Considerations for analyzing credible sources may include but are not limited to:** logical validity, factual accuracy and/or omission, emotional appeal, unstated assumptions, logical fallacies, inconsistencies, distortions, appeals to bias or prejudice, overall strength of argument.

C – 6.4.4 Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.

**Examples may include but are not limited to:** trials, school board meetings, congressional hearings, running for office, letters to the editor, political campaigns.

# THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

# SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

## P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

## P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

## P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying democratic values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

## P4 CIVIC PARTICIPATION

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

# ECONOMICS

Understanding economics — often referred to as economic literacy — is becoming essential for citizens in our national and increasingly interconnected world economy. Productive members of society must be able to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy, including issues raised by constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. Such literacy includes analysis, reasoning, problem solving, and decision making that helps people function as consumers, producers, savers, investors, and responsible citizens.

Students who meet the expectations will understand how economies function and how to apply the concepts and principles of economics to their lives as individuals and as citizens. Understanding and applying these concepts and principles should help students make sense of daily events and enable them to analyze, investigate, and develop reasoned thinking about economic challenges and public policies. To cite the "Goals 2000: Educate America Act" of 1994, the study of economics (among other subjects) should ensure that students learn to "use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy."

The economics content is necessary for the understanding and the analysis of a wide variety of applications, including those involving individual and household choices, personal finance issues, business and entrepreneurial decisions, and public policy. Students analyze and study economic concepts and principles in three contextual areas: the individual and household context; a business context; and a government or public context. Their study is focused around four content areas: the Market Economy; the National Economy; the International Economy; and Personal Finance.

Content in the Market Economy includes much of what is traditionally described as microeconomics. The core content focuses on the importance of scarcity and limited resources; the roles of economic institutions, such as legal systems, corporations, and labor unions in the market economy; the influence of prices and supplies on the interaction of buyers and sellers; and trade-offs and incentives in people's behavior.

Content in the National Economy includes much of what is traditionally described as macroeconomics. The National Economy content area includes the concepts, terminology, and data used to identify and describe inflation, unemployment, output, and growth; the factors that cause changes in those conditions; the role of money and interest rates in an economy; and the mechanics and the appropriate uses of Federal Reserve monetary policies and federal government fiscal policies.

Content in the International Economy includes the reasons for individuals and businesses to specialize and trade; the rationale for specialization and trade across international borders; and the comparison of the benefits and costs of that specialization and resulting trade for consumers, producers, and governments.

Content in Personal Finance includes the role of economic concepts in understanding personal finance issues and in creating personal finance strategies.

## USING THE ECONOMICS HSCE: THINGS TO REMEMBER

There are a number of important considerations for teachers to keep in mind as they use these Economics expectations to plan instruction. It is important to remember that the expectation content described in this document:

### USES ECONOMICS THINKING

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using economics habits of mind. In meeting the expectations, students will use such thinking to analyze and interpret information in developing their understanding. These expectations are not intended to stress memory over meaning, or coverage over understanding. While knowledge of names and definitions is essential for economics study, high-quality teaching and learning demand a great deal more than just the mastery of discrete collections of facts or terms.

### REQUIRES ACTIVE ECONOMIC INQUIRY

In using economics concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use economics to understand and participate in the world around us. This calls upon students to frame important economic problems and questions; to locate and analyze appropriate evidence and data; and to apply economic concepts and principles to build reasoned and evidenced-based interpretations, arguments, or decisions. In short, economics should provide Michigan students with the kind of reason and informed decision making that will enable them to function effectively both in their personal lives and as citizens and participants in an increasingly connected world economy.

### REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION

This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling economic issue or problem to organize weeks of study, while coherently employing many content expectations.

### DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

### *Process and Skills*

The Social Studies Process and Skills for High School are repeated in each of the course/credit standards.

# ECONOMICS

**The Market Economy**

- Relevance of limited resources.
- How individuals and institutions make and evaluate decisions.
- The role of incentives.
- How buyers and sellers interact to create markets.
- How these markets allocate resources.
- The economic role of government in a market economy.
- Evaluation of short-run and long-run decisions.
- The comparison of benefits and costs when making a decision.
- The role of entrepreneurs.
- Concepts – scarcity, choice, opportunity costs, supply and demand, profit, competition, incentives, individual incomes, marginal analysis, markets, market structures, elasticity, property rights, market and government failure.

**The National Economy**

- The data that describe the overall conditions in the U.S. economy.
- The factors that cause changes in those conditions.
- The role of money and interest rates in an economy.
- The mechanics and appropriate use of Federal Reserve monetary and federal government fiscal policies.
- How economies use different systems of allocating goods and services and comparison of the benefits and costs of different methods.
- The ways in which governments generate revenue and use it to supply goods and services.
- The consequences of tax and spending policies to achieve macroeconomic goals.
- Concepts – unemployment, inflation, output, economic growth, money, gross domestic product (GDP), interest rates.

**The International Economy**

- Reasons for individuals and businesses to specialize and trade, and the rationale for specialization and trade across international borders.
- Comparison of the benefits and costs of specialization and resulting trade for consumers, producers, and governments.
- Understanding that trade brings additional complications.
- Benefit and cost comparison of policies that alter trade barriers between nations.
- The processes and consequences of exchange rate determination.
- Concepts – voluntary exchange, specialization, interdependence, comparative advantage, imports and exports, and barriers to trade (tariffs, quotas).

**Personal Finance**

- Concepts: earning income, buying goods and services, saving, using credit, financial investing, protecting and insuring.

*Adapted from Economics Framework for the 2006 NAEP*

**E1: The Market Economy**

- Individual, Business, and Government Choices
- Competitive Markets
- Prices, Supply, and Demand
- Role of Government

**E2: The National Economy**

- Understanding National Markets
- Role of Government in the U.S. Economy

**E3: The International Economy**

- Economic Systems
- Economic Interdependence – Trade

**E4: Personal Finance**

- Decision Making

## Economics Knowledge

- Understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face.
- Understand how economies and markets work and how people function within them.
- Understand the benefits and costs of economic interaction and interdependence among people and nations.

## Intellectual Skills

- Economic reasoning.
- Problem solving.
- Decision making.
- Analyzing real-life situations.

## Components of Economics Literacy

- The ability to identify, analyze, and evaluate the consequences of individual decisions and public policy.

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

P1 Reading and Communication
P2 Inquiry, Research, and Analysis
P3 Public Discourse and Decision Making
P4 Civic Participation

## ECONOMICS SECONDARY CONTENT STATEMENT OUTLINE

### E1 – THE MARKET ECONOMY

1.1 Individual and Business Decision Making
1.2 Competitive Markets
1.3 Prices, Supply, and Demand
1.4 Government Impact on Households and Businesses

### E2 – THE NATIONAL ECONOMY

2.1 Economic indicators in the Economy
2.2 Role of Government in the U.S. Economy

### E3 – THE INTERNATIONAL ECONOMY

3.1 Economic Systems
3.2 Economic Interdependence – Trade

### E4 – PERSONAL FINANCE

4.1 Decision Making

| Sample Economics Compelling and Supporting Question | | |
|---|---|---|
| HS ECONOMICS | Do taxes help or hurt U.S. citizens? | 1) In what ways does the government of the United States collect taxes, and how is that money spent?<br>2) What are the seven different income tax brackets and four categories that U.S. citizens must file under with the United States Internal Revenue Service?<br>3) How do taxes affect people from different socio-economic backgrounds?<br><br>**Standards Connection:** 1.4.3, 1.4.4, 4.1.1 |

# ECONOMICS

## E1 The Market Economy

### 1.1 Individual, Business, and Government Decision Making

Individually and collaboratively, students will engage in planned inquiries to explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

1.1.1 Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.

1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.

1.1.3 Marginal Analysis – weigh marginal benefits and marginal costs in decision making.

### 1.2 Competitive Markets

Individually and collaboratively, students will engage in planned inquiries to analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.

1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.

**Examples may include but are not limited to:** banks, labor unions, markets, corporations, co-operatives, sole proprietorships, partnerships, and not-for-profit organizations.

1.2.2 Market Structures – identify the characteristics of perfect competition,monopolistic competition, oligopoly, and monopoly market structures.

**Examples may include but are not limited to:** number of producers, similarity of products, barriers to entry, control over prices.

### 1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, elasticity, and incentives affect the workings of a market.

1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.

**Examples may include but are not limited to:** determinants of demand and determinants of supply.

1.3.2 Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

### 1.4 Role of Government in the Market

Individually and collaboratively, students will engage in planned inquiries to describe the varied ways in which government impacts households and businesses through policy decisions, regulatory laws, and ordinances, as well as apply key economic elements to how governments and markets allocate resources differently and explain why these differences matter in terms of growth and prosperity across the mass population.

1.4.1 Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.

**Examples may include but are not limited to:** an increase in the minimum wage, a new tax policy, a change in interest rates, or price controls on the quantity of a good or service.

1.4.2 Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.

1.4.3 Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.

1.4.4 Market Failure – explain the role for government in addressing both negative and positive externalities.

**Examples may include but are not limited to:** pollution, vaccinations, education, medical research, government/private partnerships.

1.4.5 Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.

**Examples may include but are not limited to:** subsidies, tariffs, import quotas.

1.4.6 Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.

## E2 The National Economy of the United States of America

### 2.1 Understanding National Markets

Individually and collaboratively, students will engage in planned inquiries to explain why inflation, unemployment, output, and growth in potential output matter to consumers and producers, as well as associate stable money and interest rates with economic prosperity.

2.1.1 Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.

2.1.2 Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.

### 2.2 Role of Government in the U.S. Economy

Individually and collaboratively, students will engage in planned inquiries to analyze the role of government in the economy of the United States by identifying macroeconomic goals, comparing perspectives on government roles, analyzing fiscal and monetary policy, assessing the protective role of government, and describing the role of government as a producer and consumer of public goods and services. Students will also analyze how governmental decisions on taxation, spending, protections, and regulations impact macroeconomic goals.

2.2.1 Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).

2.2.2 Government Revenue and Services – evaluate the ways in which the federal government generates revenue on consumption, income, and wealth, and uses that revenue to supply government services and public goods, and protect property rights.

**Examples may include but are not limited to:** parks and highways, national defense, social security, Medicaid, Medicare.

2.2.3 Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

2.2.4 Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.

## E3 The International Economy

### 3.1 Economic Systems

Individually and collaboratively, students will engage in planned inquiries to explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

3.1.1 Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.

3.1.2 International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.

3.1.3 Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.

**Examples may include but are not limited to:** GDP, inflation, unemployment.

3.1.4 Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular.

### 3.2 Economic Interdependence – Trade

Individually and collaboratively, students will engage in planned inquiries to describe how trade generates economic development and interdependence, and analyze the benefits and costs for individuals, producers, and governments.

3.2.1 Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.

3.2.2 Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.

**Examples may include but are not limited to:** tariffs, quotas, export subsidies, product standards, other barriers.

3.2.3 Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.

3.2.4 The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.

## E4 Personal Finance

### 4.1 Decision Making

Individually and collaboratively, students will engage in planned inquiries to describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.

**Examples may include but are not limited to:** interest, dividends, capital appreciation, income support from the government, social security.

4.1.2 Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.

4.1.3 Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.

4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.

4.1.5 Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.

4.1.6 Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.AC | Access | CF.AC | TECH.CF.AC.1 | Students independently log in and out of a school computer. | CF.AC.1 |
| 2 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.AC | Access | CF.AC | TECH.CF.AC.2 | Students properly turn on a device and shut it down in order to prepare for the next user. | CF.AC.2 |
| 3 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.AC | Access | CF.AC | TECH.CF.AC.3 | Students independently access the student portal, navigate pages within the portal, and select desired programs. | CF.AC.3 |
| 4 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.AC | Access | CF.AC | TECH.CF.AC.4 | Students independently access the Start Menu (using the search box or App Launcher) to start programs. | CF.AC.4 |
| 5 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.HN | Hardware and Networks | CF.HN | TECH.CF.HN.1 | Students identify basic parts of a computer (e.g., monitor, central processing unit, keyboard, mouse or trackpad, and power button) and categorize hardware in terms of input and output devices. | CF.HN.1 |
| 6 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.HN | Hardware and Networks | CF.HN | TECH.CF.HN.2 | Students identify the cords, cables and ports needed to successfully connect a device (e.g., ethernet cord, wall ports, network ports, VGA cable, HDMI cable, power cords, and USB ports). | CF.HN.2 |
| 7 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.HN | Hardware and Networks | CF.HN | TECH.CF.HN.3 | Students use a systematic process to identify the source of a problem within individual and connected devices in order to troubleshoot common issues such as: power supply and connection; wired and wireless connectivity; Internet network connection; volume; headphones; mouse and keyboard connectivity (e.g., follow a troubleshooting flow diagram, check connections, or swap in working components). | CF.HN.3 |
| 8 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.HN | Hardware and Networks | CF.HN | TECH.CF.HN.4 | Students understand responsible printing (e.g., choose the correct printer, use print preview, choose black & white or grayscale as appropriate, control pages that print, use double-sided, format the page layout according to project needs, and control the number of copies). | CF.HN.4 |
| 9 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.1 | Students demonstrate ability to open a program and perform basic window commands (e.g., minimize, maximize, and close the window). | CF.SFS.1 |
| 10 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.2 | Students identify and operate basic functions within the main toolbar of a program. | CF.SFS.2 |
| 11 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.3 | Students describe the purpose of the taskbar and explore how taskbars vary within different devices, operating systems, and software. | CF.SFS.3 |
| 12 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.4 | Students independently store and retrieve files on local and cloud networks. | CF.SFS.4 |
| 13 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.5 | Students compare and contrast the advantages and disadvantages of storing files on local and cloud networks. | CF.SFS.5 |
| 14 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.SFS | Software and File Storage | CF.SFS | TECH.CF.SFS.6 | Students strategically name and organize files and folders. | CF.SFS.6 |
| 15 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.1 | Students control the movement of the cursor to point to and click on desired objects, using proper hand position on the mouse and proper use of the trackpad. | CF.MTB.1 |
| 16 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.2 | Students click, hold, drag and drop objects using a mouse and trackpad and select or highlight text. | CF.MTB.2 |
| 17 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.3 | Students right-click to open a menu and select commands using a mouse and trackpad. | CF.MTB.3 |
| 18 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.4 | Students demonstrate when to double and triple-click using a mouse and trackpad. | CF.MTB.4 |
| 19 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.5 | Students describe the different functions of several forms of a cursor including the pointer arrow, I-beam text-insertion bar, and hand functionality. | CF.MTB.5 |
| 20 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.6 | Students scroll vertically and horizontally using a mouse and trackpad. | CF.MTB.6 |
| 21 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.7 | Students manipulate drawing tools using a mouse and trackpad to: insert, resize, and format shapes; draw and paint freehand (while exploring a variety of colors), select line thicknesses, and choose shading options. | CF.MTB.7 |
| 22 | TECH | Technology | Tech | TECH.CF | Computer Fundamentals | CF | TECH.CF.MTB | Mouse and Trackpad Basics | CF.MTB | TECH.CF.MTB.8 | Students explore online tools available within an online assessment and explain when to use each tool. Students practice using each tool within the online assessment platform. | CF.MTB.8 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.PKS | Pre-Keyboarding Skills | K.PKS | TECH.K.PKS.1 | Students press individual letters and numbers on the keyboard and recognize pressing keyboard buttons produce letters and numbers. | K.PKS.1 |
| 24 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.PKS | Pre-Keyboarding Skills | K.PKS | TECH.K.PKS.2 | Students recognize special keys on a keyboard and the jobs they do (e.g., enter, spacebar, shift, arrow keys, tab, backspace, escape, delete, and caps lock). | K.PKS.2 |
| 25 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.PKS | Pre-Keyboarding Skills | K.PKS | TECH.K.PKS.3 | Students maintain right-hand and left-hand keyboard orientation while using their thumbs for spacebar and pinky finger to enter. | K.PKS.3 |
| 26 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.1 | Students maintain good posture with fingers anchored to home row and use correct finger-key association. | K.TTF.1 |
| 27 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.2 | Students touch-type all lowercase letters. | K.TTF.2 |
| 28 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.3 | Students use the shift key properly on the right and left sides of the keyboard to capitalize letters. | K.TTF.3 |
| 29 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.4 | Students touch-type common symbols (e.g., colon, semicolon, quotation marks, apostrophe, comma, period, and question mark). | K.TTF.4 |
| 30 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.5 | Students demonstrate touch-typing ability needed to efficiently complete online assessments. | K.TTF.5 |
| 31 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.6 | Students touch-type 15 words per minute with at least 98% accuracy. | K.TTF.6 |
| 32 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.7 | Students touch-type 25 words per minute with at least 98% accuracy. | K.TTF.7 |
| 33 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.8 | Students touch-type 30 words per minute with at least 98% accuracy. | K.TTF.8 |
| 34 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.9 | Students touch-type 35 words per minute with at least 98% accuracy. | K.TTF.9 |
| 35 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.10 | Students touch-type 40 words per minute with at least 98% accuracy. | K.TTF.10 |
| 36 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.TTF | Touch-Typing Fundamentals | K.TTF | TECH.K.TTF.11 | Students touch-type 45 words per minute with at least 98% accuracy. | K.TTF.11 |
| 37 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.ATT | Authentic Touch-Typing | K.ATT | TECH.K.ATT.1 | Students touch-type from typed or hand-written drafts, notes, outlines, or graphic organizers. | K.ATT.1 |
| 38 | TECH | Technology | Tech | TECH.K | Keyboarding | K | TECH.K.ATT | Authentic Touch-Typing | K.ATT | TECH.K.ATT.2 | Students touch-type while composing thoughts from their own mind. | K.ATT.2 |
| 39 | TECH | Technology | Tech | TECH.WP | Word Processing | WP | TECH.WP.WPB | Word Processing Basics | WP.WPB | TECH.WP.WPB.1 | Students generate, name, save, and share a new document in a variety of word processing programs. | WP.WPB.1 |
| 40 | TECH | Technology | Tech | TECH.WP | Word Processing | WP | TECH.WP.WPB | Word Processing Basics | WP.WPB | TECH.WP.WPB.2 | Students locate and describe the anatomy of a variety of word processing programs (e.g., title bar, menu bar, standard toolbar, formatting toolbar, ruler, and status toolbar). | WP.WPB.2 |
| 41 | TECH | Technology | Tech | TECH.WP | Word Processing | WP | TECH.WP.WPB | Word Processing Basics | WP.WPB | TECH.WP.WPB.3 | Students demonstrate basic word processing skills in a variety of platforms (e.g., add / enter text; format text (font, style, size, and color); adjust line spacing; print preview; cut, copy, and paste a selection; insert and format WordArt; insert and format clip art or picture file; modify the text wrap of an object; draw and format shapes; scale, move, and rotate objects; and insert a simple page border). | WP.WPB.3 |
| 42 | TECH | Technology | Tech | TECH.WP | Word Processing | WP | TECH.WP.AWP | Advanced Word Processing | WP.AWP | TECH.WP.AWP.1 | Students use tools such as an online dictionary, spell-checker, and grammar resources to proofread and edit writing. | WP.AWP.1 |
| 43 | TECH | Technology | Tech | TECH.WP | Word Processing | WP | TECH.WP.AWP | Advanced Word Processing | WP.AWP | TECH.WP.AWP.2 | Students demonstrate advanced word processing skills in a variety of platforms (e.g., create a graphic organizer; insert headers and footers; insert date and page numbers; adjust character and paragraph spacing; format text into columns; insert and format tables; bookmark a location in a document; create a hyperlink to a bookmarked location; group, order, and align objects; adjust page setup: margins, page and section breaks; create a table of contents; and import chart data). | WP.AWP.2 |
| 44 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.EB | Ethical Behavior | OS.EB | TECH.OS.EB.1 | Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices (ISTE 2b). | OS.EB.1 |
| 45 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.EB | Ethical Behavior | OS.EB | TECH.OS.EB.2 | Students comply with the school's Acceptable Use Policy for using technology resources; including the Internet and network drives. | OS.EB.2 |

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| 46 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.EB | Ethical Behavior | OS.EB | TECH.OS.EB.3 | Students identify behaviors in their class contract to be followed when interacting with others online and commit to upholding these norms for online classwork and activities at home. | OS.EB.3 |
| 47 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.EB | Ethical Behavior | OS.EB | TECH.OS.EB.4 | Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property (ISTE 2c) by following Educational Fair Use and Copyright Laws and properly citing material taken from another source. | OS.EB.4 |
| 48 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.1 | Students explain the importance of navigating within a secure environment, manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online (ISTE 2d). | OS.PII.1 |
| 49 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.2 | Students define identity theft, list examples of what kind of information identity thieves want, and describe what can be done with this information. Students describe strategies to guard against identity theft and scams that try to access their private information online. | OS.PII.2 |
| 50 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.3 | Students create strong passwords, explain why strong passwords should be used, and demonstrate proper protection of personal passwords. | OS.PII.3 |
| 51 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.4 | Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world (ISTE 2a). | OS.PII.4 |
| 52 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.5 | Students describe how online identities can be misleading, or false, and explain how people can protect themselves online; including how to appropriately respond to unsafe requests for personal information and requests to meet online 'friends' face-to-face. | OS.PII.5 |
| 53 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.PII | Personally Identifiable Information | OS.PII | TECH.OS.PII.6 | Students reflect on the benefits and risks of presenting one's identity in different ways online and judge whether certain ways people present themselves online are harmless or harmful. Students evaluate, from an ethical point of view, the feelings, motivations, contexts, and possible outcomes associated with adopting different online identities. | OS.PII.6 |
| 54 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.CB | Cyberbullying | OS.CB | TECH.OS.CB.1 | Students analyze online behaviors that could be considered cyberbullying and judge what it means to cross the line from harmless to harmful communication online. | OS.CB.1 |
| 55 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.CB | Cyberbullying | OS.CB | TECH.OS.CB.2 | Students explore solutions for dealing with cyberbullying and responding to upsetting or hurtful language online; including the importance of engaging a trusted adult when experiencing cyberbullying. | OS.CB.2 |
| 56 | TECH | Technology | Tech | TECH.OS | Online Safety | OS | TECH.OS.EB | Cyberbullying | OS.EB | TECH.OS.CB.3 | Students examine the roles of a bystander versus an upstander in a cyberbullying situation, identify actions that will make someone an upstander, empathize with the feelings of the victim, and make a personal commitment to be an upstander if cyberbullying is witnessed. | OS.CB.3 |
| 57 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WBA | Website and Web Browser Anatomy | WB.WBA | TECH.WB.WBA.1 | Students identify and describe the purpose of basic website features (e.g., URL, headline, navigation menu structures, breadcrumbs, sitemap, contextual hyperlinks, footers, alt tags, and sharing options). | WB.WBA.1 |
| 58 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WBA | Website and Web Browser Anatomy | WB.WBA | TECH.WB.WBA.2 | Students identify and define the anatomy of a URL including: protocol identifier (http:// vs. https://), resource name and common domains (.com, .net, .org, .gov, .edu). | WB.WBA.2 |
| 59 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WBA | Website and Web Browser Anatomy | WB.WBA | TECH.WB.WBA.3 | Students identify and describe the purpose of basic web browser features (e.g., address field; security indicators; back, forward, and refresh page tools; bookmarking options; minimize, maximize and close; search fields; history; home; menu bar; personal toolbar; status bar and settings) and how to manage settings to control pop-up windows. | WB.WBA.3 |
| 60 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WBA | Website and Web Browser Anatomy | WB.WBA | TECH.WB.WBA.4 | Students can describe the difference between a web browser and a website; a URL and an email address; and a URL and a hyperlink. | WB.WBA.4 |
| 61 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.OSS | Online Search Strategies | WB.OSS | TECH.WB.OSS.1 | Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits (ISTE 3a). | WB.OSS.1 |

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| 62 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.OSS | Online Search Strategies | WB.OSS | TECH.WB.OSS.2 | Students define search terms and use appropriate search strategies when locating information online (e.g., keyword; subject searching; Boolean operators; truncation; phrase searching; search limiting, and nesting). | WB.OSS.2 |
| 63 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.OSS | Online Search Strategies | WB.OSS | TECH.WB.OSS.3 | Students use multiple search engines and perform basic database searches to locate information online. | WB.OSS.3 |
| 64 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WC | Website Credibility | WB.WC | TECH.WB.WC.1 | Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources (ISTE 3b). | WB.WC.1 |
| 65 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WC | Website Credibility | WB.WC | TECH.WB.WC.2 | Students determine the reliability of information found on a website by evaluating elements such as: authorship, publisher, accuracy, objectivity, timeliness, footnotes and bibliographies, and sponsorship. Students can also determine if information is a primary or secondary source. | WB.WC.2 |
| 66 | TECH | Technology | Tech | TECH.WB | Web Browsing | WB | TECH.WB.WC | Website Credibility | WB.WC | TECH.WB.WC.3 | Students differentiate among fact, opinion, propaganda, point of view, and bias when evaluating content found on the Internet. | WB.WC.3 |
| 67 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.SB | Spreadsheet Basics | S.SB | TECH.S.SB.1 | Students generate, name, save, and share a new workbook in a variety of spreadsheet programs. | S.SB.1 |
| 68 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.SB | Spreadsheet Basics | S.SB | TECH.S.SB.2 | Students locate and describe the anatomy of a variety of spreadsheet programs (e.g., title bar, program window controls, workbook window controls, standard toolbar, name box, formula bar, select all button, column, row, cell, cell name, tab bar and sheets, and status bar). | S.SB.2 |
| 69 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.SB | Spreadsheet Basics | S.SB | TECH.S.SB.3 | Students demonstrate basic spreadsheet skills needed for creating lists and formatting cells in a variety of platforms (e.g., enter data labels and values; select, edit, and delete cell contents; insert and delete rows or columns; adjust column width and height; hide and unhide rows or columns; freeze panes; select cells and ranges; select entire rows or columns; apply number, currency and date formats; apply borders and fill patterns to cells; wrap text in a cell; and apply consistent formatting using the Format Painter). | S.SB.3 |
| 70 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.SB | Spreadsheet Basics | S.SB | TECH.S.SB.4 | Students demonstrate basic spreadsheet skills for finding, sorting, and filtering data in a variety of platforms. | S.SB.4 |
| 71 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.SB | Spreadsheet Basics | S.SB | TECH.S.SB.5 | Students store, search, retrieve, modify, and delete information in a spreadsheet or database. | S.SB.5 |
| 72 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.GF | Graphs and Formulas | S.GF | TECH.S.GF.1 | Students demonstrate basic spreadsheet skills needed for presenting data visually in a variety of platforms (e.g., choose the right chart type for your data; identify different chart objects; create a column chart; create a pie chart; switch to a different type of chart; format a chart; add data labels, title and legend; and move and resize chart). | S.GF.1 |
| 73 | TECH | Technology | Tech | TECH.S | Spreadsheets | S | TECH.S.GF | Graphs and Formulas | S.GF | TECH.S.GF.2 | Students demonstrate spreadsheet skills needed for adding basic formulas and functions in a variety of platforms (e.g., add basic calculations (add, subtract, multiply or divide); enter formulas manually using math operators; enter formulas by searching for and using predefined functions; search; use cell references in a formula; create a SUM formula; create an AVERAGE formula; and display formulas on the screen). | S.GF.2 |
| 74 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.DE | Decomposition | C.DE | TECH.C.DE.1 | Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving (ISTE 5c). | C.DE.1 |
| 75 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.AB | Abstraction | C.AB | TECH.C.AB.1 | Students categorize a group of items based on the attributes or actions of each item, with or without a computing device. | C.AB.1 |
| 76 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.AB | Abstraction | C.AB | TECH.C.AB.2 | Students identify and describe repeated sequences in code (or data) through analogy, to visual patterns or physical sequences of objects. | C.AB.2 |
| 77 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.AB | Abstraction | C.AB | TECH.C.AB.3 | Students identify patterns as opportunities for abstraction, such as recognizing repeated patterns of code that could be more efficiently implemented as a loop. | C.AB.3 |
| 78 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.PR | Programming | C.PR | TECH.C.PR.1 | Students explain how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions (ISTE 5d). | C.PR.1 |

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| 79 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.PR | Programming | C.PR | TECH.C.PR.2 | Students construct and execute algorithms that include sequencing and simple loops to accomplish a task, both independently and collaboratively, with or without a computing device. | C.PR.2 |
| 80 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.PR | Programming | C.PR | TECH.C.PR.3 | Students construct programs, in order to accomplish a task or as a means of creative expression, which include sequencing, events, and simple loops, using a block-based visual programming language or text-based programming language, both independently and collaboratively (e.g., pair programming). | C.PR.3 |
| 81 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.PR | Programming | C.PR | TECH.C.PR.4 | Students construct programs, in order to solve a problem or for creative expression, that include sequencing, events, loops, conditionals, parallelism, and variables, using a block-based visual programming language or text-based language, both independently and collaboratively (e.g., pair programming). | C.PR.4 |
| 82 | TECH | Technology | Tech | TECH.C | Coding | C | TECH.C.PR | Programming | C.PR | TECH.C.PR.5 | Students analyze and debug (fix) an algorithm that includes sequencing, events, loops, conditionals, parallelism, or variables. | C.PR.5 |
| 83 | TECH | Technology | Tech | TECH.OC | Online Communication | OC | TECH.OC.TN | Tools and Norms | OC.TN | TECH.OC.TN.1 | Students explore and utilize communication features within a variety of tools suitable for communicating ideas online. Students also determine communication style appropriate for each tool (e.g., formal or informal). | OC.TN.1 |
| 84 | TECH | Technology | Tech | TECH.OC | Online Communication | OC | TECH.OC.TN | Tools and Norms | OC.TN | TECH.OC.TN.2 | Students demonstrate cultural and contextual norms around communicating formally and informally in various mediums and platforms (e.g., email, blogs, websites, texting apps, instant message, discussion boards, images, videos or podcasts). | OC.TN.2 |
| 85 | TECH | Technology | Tech | TECH.OC | Online Communication | OC | TECH.OC.TN | Tools and Norms | OC.TN | TECH.OC.TN.3 | Students list potential risks and dangers associated with various forms of online communication. Students create rules for safe online communication and feel empowered to deal with uncomfortable situations when communicating online. | OC.TN.3 |
| 86 | TECH | Technology | Tech | TECH.OC | Online Communication | OC | TECH.OC.TN | Tools and Norms | OC.TN | TECH.OC.TN.4 | Students identify conventions for removing barriers to online communication in order to promote access for all (e.g., using captions on images and videos, high contrast colors, using larger font sizes, and text-to-speech). | OC.TN.4 |
| 87 | TECH | Technology | Tech | TECH.PM | Presentations and Multimedia | PM | TECH.PM.PD | Planning and Design | PM.PD | TECH.PM.PD.1 | Students plan and create design documents to illustrate thoughts, ideas, or stories (e.g., story map, storyboard, graphic organizer, outline, or slide deck). | PM.PD.1 |
| 88 | TECH | Technology | Tech | TECH.PM | Presentations and Multimedia | PM | TECH.PM.PD | Planning and Design | PM.PD | TECH.PM.PD.2 | Students demonstrate basic design principles appropriate for the platform selected when creating or making a presentation. | PM.PD.2 |
| 89 | TECH | Technology | Tech | TECH.PM | Presentations and Multimedia | PM | TECH.PM.PD | Planning and Design | PM.PD | TECH.PM.PD.3 | Students present or share work with others in a variety of mediums. | PM.PD.3 |
| 90 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.EL | Empowered Learner | KP.EL | TECH.KP.EL.1 | Students demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies (ISTE 1d). | KP.EL.1 |
| 91 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.EL | Empowered Learner | KP.EL | TECH.KP.EL.2 | Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways (ISTE 1c). | KP.EL.2 |
| 92 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.KC | Knowledge Constructor | KP.KC | TECH.KP.KC.1 | Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions (ISTE 3c). | KP.KC.1 |
| 93 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.ID | Innovative Designer | KP.ID | TECH.KP.ID.1 | Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks (ISTE 4b). | KP.ID.1 |
| 94 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CT | Computational Thinker | KP.CT | TECH.KP.CT.1 | Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions (ISTE 5a). | KP.CT.1 |
| 95 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CT | Computational Thinker | KP.CT | TECH.KP.CT.2 | Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making (ISTE 5b). | KP.CT.2 |
| 96 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CC | Creative Communicator | KP.CC | TECH.KP.CC.1 | Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication (ISTE 6a). | KP.CC.1 |
| 97 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CC | Creative Communicator | KP.CC | TECH.KP.CC.2 | Students create original works or responsibly repurpose or remix digital resources into new creations (ISTE 6b). | KP.CC.2 |

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| 98 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CC | Creative Communicator | KP.CC | TECH.KP.CC.3 | Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations (ISTE 6c). | KP.CC.3 |
| 99 | TECH | Technology | Tech | TECH.KP | ISTE Key Practice | KP | TECH.KP.CC | Creative Communicator | KP.CC | TECH.KP.CC.4 | Students publish or present content that customizes the message and medium for their intended audiences (ISTE 6d). | KP.CC.4 |