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# **Core Content for Arts and Humanities Assessment**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction

### Core Content for Arts and Humanities Assessment

#### **What is the *Core Content for Arts and Humanities Assessment*?**

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Arts and Humanities Assessment Version 4.1* represents the arts and humanities content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Arts and Humanities Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the *Kentucky Core Content Test* (KCCT) beginning in 2007.

The *Core Content for Arts and Humanities Assessment* is not intended to represent the comprehensive local curriculum for arts and humanities assessment and instruction. It is also not the comprehensive *Program of Studies for Arts and Humanities*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle-level programs leading to these requirements.

#### **Kentucky Academic Expectations for Arts and Humanities**

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 1:** *Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.*

- |      |   |      |   |
|------|---|------|---|
| 1.12 | Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. (Drama) | 1.14 | Students make sense of ideas and communicate ideas with music.      |
| 1.13 | Students make sense of ideas and communicate ideas with the visual arts.  | 1.15 | Students make sense of and communicate ideas with movement. (Dance) |

**Goal 2:** *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.*

- |   |  |
|---|--|
| <p>2.22 Students create works of art and make presentations to convey a point of view.</p> <p>2.23 Students analyze their own and others' artistic products and performances using accepted standards.</p> <p>2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.</p> | <p>2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.</p> <p>2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> |
|---|--|

**How is the Core Content for Arts and Humanities Assessment organized?**

Version 4.1 *Core Content for Arts and Humanities Assessment* is organized by grade level (end of primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>) in order to ensure continuity and conceptual development. This is different from Version 3.0, which was organized in grade spans. This version of the *Core Content for Arts and Humanities Assessment* includes ‘off year’ content standards as well as content for the assessed grades (five, eight and eleven).

*SUBDOMAINS with related ORGANIZERS*

<u>Subdomain</u>	<u>Organizers</u>	<i>Subdomain</i>	<u>Organizers</u>
<b>Structures in the Arts</b>	Music Dance Drama/Theatre Visual Arts	<b>Humanity in the Arts</b>	Music Dance Drama/Theatre Visual Arts
<b>Purposes for Creating the Arts</b>	Music Dance Drama/Theatre Visual Arts	<b>Processes in the Arts</b>	Music Dance Drama/Theatre Visual Arts

<i>Subdomain</i>	<u>Organizers</u>
<b>Interrelationships Among the Arts</b> (high school level only)	Music Dance Drama/Theatre Visual Arts

Creating and performing in the arts is included under the *Processes in the Arts* subdomain. All other subdomains address the process of responding to the arts. Since *Processes in the Arts* involves creating and performing in the arts, content statements on this part of the document will not be assessed as a part of the state KCCT assessment. However, creating and performing the arts is an absolute necessity for students to be able to understand and have context to respond to the arts on a proficient level. This part of the *Arts and Humanities Core Content for Assessment* should be part of the comprehensive arts curriculum.

The Core Content for Arts and Humanities Assessment is organized into five subdomains, which are further defined within the Core Content for Assessment. The five subdomains for arts and humanities are:

- Structures in the Arts
- Humanity in the Arts
- Purposes for Creating the Arts
- Processes in the Arts
- Interrelationships Among the Arts (high school level only)

The *Core Content for Arts and Humanities Assessment* includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items inside the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Arts and Humanities Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

### **What do the codes for the *Core Content for Arts and Humanities Assessment* mean?**

Each content standard is preceded by a code. The code begins with AH for arts and humanities and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer and sequential standard, respectively. The codes used are listed below.

#### Grade Level Codes

EP = end of primary  
 04 = fourth grade  
 05 = fifth grade  
 06 = sixth grade  
 07 = seventh grade  
 08 = eighth grade  
 HS = high school

#### Subdomain

1 = Structures in the Arts  
 2 = Humanity in the Arts  
 3 = Purposes for Creating the Arts  
 4 = Processes in the Arts  
 5 = Interrelationships Among the Arts

#### Organizer

1 = Music  
 2 = Dance  
 3 = Drama/Theatre  
 4 = Visual Arts

A typical code may look like AH-05-1.1.1. This means fifth grade arts and humanities in the subdomain of (1) Structures in the Arts, in the organizer (1) music and (1) is the first standard listed for that organizer at that grade level.

AH-05-1.1.1

AH Arts and Humanities (domain)

05 fifth Grade

1 Structures in the Arts (subdomain)

1 Music (organizer)

1 (first standard)



<b>Structures in the Arts</b>		
<p>Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Music</b>		
<p><i>AH-EP-1.1.1</i>  <i>Students will begin to recognize and identify elements of music using musical terminology.</i></p> <p><i>Elements of music:</i>  <u>Rhythm</u> - bar lines, measures, whole notes, half notes, quarter notes (aurally and visually)  <u>Tempo</u> - steady beat, slower, faster (aurally)  <u>Melody</u> – notes, lines and spaces on treble clef staff (visually)  <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)  <u>Form</u> - call and response form, AB form and ABA form (aurally)  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)  <u>Dynamics</u> - soft, loud (aurally)</p>	<p><b>AH-04-1.1.1</b>  <b>Students will identify or describe elements of music in a variety of music.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Elements of music:</b>  <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure  <u>Tempo</u> - steady beat, slower or faster  <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches)  <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony)  <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices)  <u>Dynamics</u> - soft (<i>piano</i> - <i>p</i>), medium soft</p>	<p><b>AH-05-1.1.1</b>  <b>Students will analyze or explain the use of elements of music in a variety of music.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Elements of music:</b>  <u>Rhythm</u> - time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, eighth notes and rests), measure  <u>Tempo</u> - steady beat, slow, fast  <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high notes vs. low notes (itches)  <u>Harmony</u> - parts (notes performed together to create harmony), major/minor (aurally); unison (non-harmony)  <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, orchestral instruments by family - brass, woodwind, string, percussion, how instrument sounds are produced, human voices (high voices, low voices)  <u>Dynamics</u> - soft (<i>piano</i> - <i>p</i>), medium soft</p>

	( <i>mezzo piano</i> - mp), medium loud ( <i>mezzo forte</i> - mf), loud ( <i>forte</i> - f)	( <i>mezzo piano</i> - mp), medium loud ( <i>mezzo forte</i> - mf), loud ( <i>forte</i> - f)
<i>AH-EP-1.1.2</i> Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).	<i>AH-04-1.1.2</i> Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).	<i>AH-05-1.1.2</i> Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).
<b>Dance</b>		
<i>AH-EP-1.2.1</i> Students will observe dance/movement and describe elements and movements using dance terminology.  <i>Elements of dance:</i> <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes) <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <u>Force</u> – dance movements that use more or less energy (e.g., gentle movements versus strong movements)  <i>Dance Form</i> – beginning, middle, end	<b>AH-04-1.2.1</b> Students will identify or describe elements of dance in a variety of dances.  DOK 2  <b>Elements of dance:</b> <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes) <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <u>Force</u> – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)  Dance Form - call and response, AB, ABA, choreography	<b>AH-05-1.2.1</b> Students will analyze or explain the use of elements of dance in a variety of dances.  DOK 3  <b>Elements of dance:</b> <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag), levels (high, middle, low), shape (individual and group shapes) <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower <u>Force</u> – dance movements that use more or less energy (e.g., energy - sharp/smooth, weight - heavy/light, flow-free/bound)  Dance Form - call and response, AB, ABA, choreography
<i>AH-EP-1.2.2</i> Students will observe, define and describe locomotor (e.g., walk, run, skip, gallop) and nonlocomotor (e.g., bend, stretch, twist, swing) movements.	<b>AH-04-1.2.2</b> Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.  DOK 2	<b>AH-05-1.2.2</b> Students will describe how dance uses space, time, force and various locomotor and nonlocomotor movements to communicate ideas, thoughts and feelings.  DOK 3

<b>Drama/Theatre</b>		
<p><i>AH-EP-1.3.1</i> Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p><i>Elements of drama:</i> <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end) <u>Technical elements</u> - Scenery, Costumes, Props, Make-up <u>Performance elements</u> - Acting (how speaking, moving help to create characters)</p>	<p><b>AH-04-1.3.1</b> <b>Students will identify or describe elements of drama in dramatic works.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Elements of drama:</b> <b><u>Literary elements</u></b> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <b><u>Technical elements</u></b> – Scenery (set), Costumes, Props, Sound and Music, Make-up <b><u>Performance elements:</u></b> <b>Acting</b> (how speaking, moving help to create characters) <b>Speaking</b> – vocal expression, projection, speaking style, diction <b>Nonverbal expression</b> – gestures, facial expression, movement</p>	<p><b>AH-05-1.3.1</b> <b>Students will analyze or explain the use of elements of drama in dramatic works.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Elements of drama:</b> <b><u>Literary elements</u></b> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <b><u>Technical elements</u></b> – Scenery (set), Costumes, Props, Sound and Music, Make-up <b><u>Performance elements:</u></b> <b>Acting</b> (how speaking, moving help to create characters) <b>Speaking</b> – vocal expression, projection, speaking style, diction <b>Nonverbal expression</b> – gestures, facial expression, movement</p>
	<p><i>AH-04-1.3.2</i> <i>Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</i></p>	<p><i>AH-05-1.3.2</i> <i>Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</i></p>
<p><i>AH-EP-1.3.3</i> <i>Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>	<p><i>AH-04-1.3.3</i> <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>	<p><i>AH-05-1.3.3</i> <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>

<b>Visual Arts</b>		
<p><b>AH-EP-1.4.1</b> <i>Students will identify or describe elements of art and principles of design in works of art.</i></p> <p><u>Elements of art:</u> <i>Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)</i></p> <p><u>Principles of design:</u> <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p>	<p><b>AH-04-1.4.1</b> <b>Students will identify or describe elements of art and principles of design in works of art.</b> <b>DOK 2</b></p> <p><u>Elements of art:</u> <b>Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral - black, white, gray, sometimes brown/beige as earth tones)</b></p> <p><u>Principles of design:</u> <b>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</b></p>	<p><b>AH-05-1.4.1</b> <b>Students will analyze or explain the use of elements of art and principles of design in works of art.</b> <b>DOK 3</b></p> <p><u>Elements of art:</u> <b>Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes/groups (warm, cool, neutral - black, white, gray, sometimes brown/beige as earth tones)</b></p> <p><u>Principles of design:</u> <b>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</b></p>
	<p><b>AH-04-1.4.2</b> <b>Students will identify or describe how an artist uses various media and processes.</b> <b>DOK 2</b></p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks) <u>Two-dimensional</u> - crayon, pencil, paint, fabric, yarn, paper <u>Three-dimensional</u> - clay, papier-mâché</p> <p><u>Art processes:</u> <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping), collage <u>Three-dimensional</u> - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting) <u>Subject matter:</u> (e.g., landscape, portrait, still life)</p>	<p><b>AH-05-1.4.2</b> <b>Students will identify or describe how an artist uses various media and processes.</b> <b>DOK 2</b></p> <p><u>Media (plural) / medium (singular):</u> (used to produce artworks) <u>Two-dimensional</u>- crayon, pencil, paint, fabric, yarn, paper <u>Three-dimensional</u> - clay, papier-mâché</p> <p><u>Art processes:</u> <u>Two-dimensional</u> - drawing, painting, fiber art (e.g., fabric printing, stamping), collage <u>Three-dimensional</u> - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting) <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>

<p><b>Humanity in the Arts</b></p> <p>The arts reflect the beliefs, feelings and ideas of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>Music</b></p>		
<p><i>AH-EP-2.1.1</i>  <i>Students will identify music from the following cultures and periods.</i></p> <p><i>Cultures:</i>  <i>Native American,</i>  <i>Traditional Appalachian</i>  <i>West African</i></p> <p><i>Periods:</i>  <i>Colonial American</i></p>	<p><b>AH-04-2.1.1</b>  <b>Students will identify how music has been a part of cultures and periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</b></p> <p><b>Periods:</b>  <b>Colonial American (e.g., work songs, game songs, patriotic music, lullaby, folk music)</b>  <b>Native American includes period in North America before European settlement</b></p>	<p><b>AH-05-2.1.1</b>  <b>Students will describe or explain how music has been a part of cultures and periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of music (e.g., ceremonial purposes) and the use of elements of music among cultures (musical instruments, e.g., Native American – rattles, drums, flutes, Appalachian – dulcimer, fiddle, banjo, guitar, West African – drums, rattles, thumb piano); polyrhythm in West African music not in Native American</b></p> <p><b>Periods:</b>  <b>Colonial American (e.g. work songs, game songs, patriotic music, lullaby, folk music)</b>  <b>Native American includes period in North America before European settlement</b></p>

	<p>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>	<p>European influences in American music, similarities between the music in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</p>
<p><b>Dance</b></p>		
<p><i>AH-EP-2.2.1</i>  <i>Students will identify dances of the following cultures and periods.</i></p> <p><i>Cultures:</i>  <i>Native American,</i>  <i>Traditional Appalachian</i>  <i>West African</i></p> <p><i>Periods:</i>  <i>Colonial American</i></p>	<p><b>AH-04-2.2.1</b>  <b>Students will identify how dance has been a part of cultures and periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</b></p> <p><b>Periods:</b>  <b>Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)</b>  <b>Native American includes period in North America before European settlement</b></p>	<p><b>AH-05-2.2.1</b>  <b>Students will describe or explain how dance has been a part of cultures and periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of dance (e.g., purposes: harvest and hunting dances in Native American and West African cultures), use of elements of dance among cultures</b></p> <p><b>Periods:</b>  <b>Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)</b>  <b>Native American includes period in North America before European settlement</b></p>

<b>Drama/Theatre</b>		
<p><i>AH-EP-2.3.1</i>  <i>Students will identify folktales, legends or myths from the following cultures and periods.</i></p> <p><i>Cultures:</i>  <i>Native American,</i>  <i>Traditional Appalachian</i>  <i>West African</i></p> <p><i>Periods:</i>  <i>Colonial American</i></p>	<p><b>AH-04-2.3.1</b>  <b>Students will identify how drama has been a part of cultures and time periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b>  <b>(The use of storytelling, myths, legends, folktales in these cultures)</b></p> <p><b>Periods:</b>  <b>Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b>  <b>Native American includes period in North America before European settlement</b></p>	<p><b>AH-05-2.3.1</b>  <b>Students will describe or explain how drama has been a part of cultures and time periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b>  <b>(The use of storytelling, myths, legends, folktales in these cultures)</b></p> <p><b>Periods:</b>  <b>Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b>  <b>Native American includes period in North America before European settlement</b></p>

<b>Visual Arts</b>		
<p><i>AH-EP-2.4.1</i>  <i>Students will identify art from the following cultures and periods.</i></p> <p><i>Cultures:</i>  <i>Native American,</i>  <i>Traditional Appalachian</i>  <i>West African</i></p> <p><i>Periods:</i>  <i>Colonial American</i></p>	<p><b>AH-04-2.4.1</b>  <b>Students will identify how visual art has been a part of cultures and time periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b>  <b>Colonial American</b>  <b>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b>  <b>Native American includes period in North America before European settlement</b></p>	<p><b>AH-05-2.4.1</b>  <b>Students will describe or explain how visual art has been a part of cultures and time periods throughout history.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Cultures:</b>  <b>Native American,</b>  <b>Traditional Appalachian</b>  <b>West African</b></p> <p><b>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements of art and principles of design among cultures (e.g., how line, color, pattern, etc. are used in artworks), media in relation to these cultures (e.g., wood, fiber)</b></p> <p><b>Periods:</b>  <b>Colonial American</b>  <b>European influences in American visual art, similarities between the visual art in the American colonies and the cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</b>  <b>Native American includes period in North America before European settlement</b></p>



**Purposes for Creating the Arts**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Music</b>		
<p><i>AH-EP-3.1.1</i>  <i>Students will experience music created for a variety of purposes.</i></p> <p><i>Purposes of music (different roles of music)</i>  <i>Ceremonial - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</i>  <i>Recreational - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</i>  <i>Artistic Expression - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</i></p>	<p><b>AH-04-3.1.1</b>  <b>Students will identify how music fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of music (different roles of music)</b>  <b><u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</b>  <b><u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</b>  <b><u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</b></p>	<p><b>AH-05-3.1.1</b>  <b>Students will describe or explain how music fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of music (different roles of music)</b>  <b><u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)</b>  <b><u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)</b>  <b><u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</b></p>

<b>Dance</b>		
<p><i>AH-EP-3.2.1</i>  <i>Students will experience dance created for a variety of purposes.</i></p> <p><i>Purposes of dance: (different roles of dance)</i>  <i><u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</i>  <i><u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</i>  <i><u>Artistic Expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</i></p>	<p><b>AH-04-3.2.1</b>  <b>Students will identify how dance fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of dance: (different roles of dance)</b>  <b><u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</b>  <b><u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</b>  <b><u>Artistic Expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</b></p>	<p><b>AH-05-3.2.1</b>  <b>Students will describe or explain how dance fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of dance: (different roles of dance)</b>  <b><u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</b>  <b><u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</b>  <b><u>Artistic Expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas, (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</b></p>

<b>Drama/Theatre</b>		
<p><i>AH-EP-3.3.1</i>  <i>Students will experience dramatic works created for a variety of purposes.</i></p>	<p><b>AH-04-3.3.1</b>  <b>Students will identify how drama/theatre fulfills a variety of purposes.</b>  <b>DOK 2</b></p>	<p><b>AH-05-3.3.1</b>  <b>Students will describe or explain how drama/theatre fulfills a variety of purposes.</b>  <b>DOK 2</b></p>
<p><i>Purposes of drama/theatre (different roles of drama)</i>  <i><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</i>  <i><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</i>  <i><u>Recreational drama for entertainment</u> (e.g., drama/theatre as a hobby)</i>  <i><u>Artistic expression</u> - dramatic works created and performed by actors in a theatrical setting for an audience</i></p>	<p><b>Purposes of drama/theatre: (different roles of drama)</b>  <b><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</b>  <b><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</b>  <b><u>Recreational drama for entertainment</u> (e.g., drama/theatre as a hobby)</b>  <b><u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</b></p>	<p><b>Purposes of drama/theatre: (different roles of drama)</b>  <b><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</b>  <b><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</b>  <b><u>Recreational drama for entertainment</u> (e.g., drama/theatre as a hobby)</b>  <b><u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</b></p>

<b>Visual Arts</b>		
<p><i>AH-EP-3.4.1</i>  <i>Students will experience visual art works created for a variety of purposes.</i></p> <p><i>Purposes of art: (different roles of art)</i>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects) <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)  <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets)</p>	<p><b>AH-04-3.4.1</b>  <b>Students will identify how art fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of art: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)  <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>	<p><b>AH-05-3.4.1</b>  <b>Students will describe or explain how art fulfills a variety of purposes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p> <p><b>Purposes of art: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)  <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets.)</p>

<b>Processes in the Arts</b>		
<p>There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present and for the value of artistic expression.</p>		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Music</b>		
	<i>AH-04-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i>	<i>AH-05-4.1.1 Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i>
	<i>AH-04-4.1.2 Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i>	<i>AH-05-4.1.2 Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i>
	<i>AH-04-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i>	<i>AH-05-4.1.3 Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i>
<i>AH-EP-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i>	<i>AH-04-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i>	<i>AH-05-4.1.4 Students will sing and play alone simple rhythmic or tonal patterns by reading music notation; be able to sustain own part in an ensemble.</i>
<i>AH-EP-4.1.5 Students will sing alone and with others a varied repertoire of music.</i>	<i>AH-04-4.1.5 Students will sing alone and with others a varied repertoire of music.</i>	<i>AH-05-4.1.5 Students will sing alone and with others a varied repertoire of music.</i>

<b>Dance</b>		
<i>AH-EP-4.2.1</i> <i>With a partner or in a small group, students will perform dances using the elements of dance and various movements.</i>	<i>AH-04-4.2.1</i> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i>	<i>AH-05-4.2.1</i> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i>
	<i>AH-04-4.2.2</i> <i>Students will create a movement sequence with a beginning, middle and end.</i>	<i>AH-05-4.2.2</i> <i>Students will create a movement sequence with a beginning, middle and end.</i>
<i>AH-EP-4.2.3</i> <i>Students will perform traditional folk dances, square dances and social dances of ethnic groups. (Native American, West African, African-American, American folk)</i>	<i>AH-04-4.2.3</i> <i>Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</i>	<i>AH-05-4.2.3</i> <i>Students will perform traditional folk dances, square dances and ethnic dances. (Native American, West African/African-American, Early American and folk)</i>
<b>Drama/Theatre</b>		
<i>AH-EP-4.3.1</i> <i>Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.</i>	<i>AH-04-4.3.1</i> <i>Students will create and perform using elements of drama (Literary, Technical, Performance)</i>	<i>AH-05-4.3.1</i> <i>Students will create and perform using elements of drama (Literary, Technical, Performance)</i>
	<i>AH-04-4.3.2</i> <i>Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</i>	<i>AH-05-4.3.2</i> <i>Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</i>

<b>Visual Arts</b>		
	<i>AH-04-4.4.1</i> <i>Students will create artwork using the elements of art and principles of design.</i>	<i>AH-05-4.4.1</i> <i>Students will create artwork using the elements of art and principles of design.</i>
<i>AH-EP-4.4.2</i> <i>Students will choose media to create artworks with a basic understanding of how to use the media.</i>	<i>AH-04-4.4.2</i> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i>	<i>AH-05-4.4.2</i> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i>

Structures in the Arts		
Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Music</b>		
<p><b>AH-06-1.1.1</b>                      Students will identify or describe the use of elements in a variety of music.                      DOK 2</p> <p>Elements of music:  <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note)  <u>Tempo</u> - Allegro, Moderato, Largo, Presto  <u>Melody</u> - melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign  <u>Harmony</u> - triads (chords)  <u>Form</u> - AB, ABA, call and response  <u>Timbre (tone color)</u> - distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass)  <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>&lt;</i>, <i>&gt;</i></p>	<p><b>AH-07-1.1.1</b>                      Students will analyze the use of elements in a variety of music.                      DOK 3</p> <p>Elements of music:  <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note)  <u>Tempo</u> - Allegro, Moderato, Largo, Presto  <u>Melody</u> - melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign  <u>Harmony</u> - triads (chords)  <u>Form</u> - AB, ABA, call and response  <u>Timbre (tone color)</u> - distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass)  <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>&lt;</i>, <i>&gt;</i></p>	<p><b>AH-08-1.1.1</b>                      Students will compare or evaluate the use of elements in a variety of music.                      DOK 3</p> <p>Elements of music:  <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4, 6/8), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note)  <u>Tempo</u> - Allegro, Moderato, Largo, Presto  <u>Melody</u> - melodic phrase, treble and bass clef signs, pitch notation: letter names on grand staff, natural sign, sharp sign, flat sign  <u>Harmony</u> - triads (chords)  <u>Form</u> - AB, ABA, call and response  <u>Timbre (tone color)</u> - distinctive sounds of instruments, instrument families and voice parts (soprano, alto, tenor, bass)  <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>&lt;</i>, <i>&gt;</i></p>



<p><i>AH-06-1.1.2</i>  <i>Students will identify instruments according to classifications.</i>  <i>Family - brass, woodwind, string, percussion</i>  <i>Voices - soprano, alto, tenor, bass</i>  <i>Folk - instruments used in folk music</i>  <i>Orchestral - instruments used in contemporary orchestral settings</i></p>	<p><i>AH-07-1.1.2</i>  <i>Students will identify instruments according to classifications.</i>  <i>Family - brass, woodwind, string, percussion</i>  <i>Voices - soprano, alto, tenor, bass</i>  <i>Folk - instruments used in folk music</i>  <i>Orchestral - instruments used in contemporary orchestral settings</i></p>	<p><i>AH-08-1.1.2</i>  <i>Students will identify instruments according to classifications.</i>  <i>Family - brass, woodwind, string, percussion</i>  <i>Voices - soprano, alto, tenor, bass</i>  <i>Folk - instruments used in folk music</i>  <i>Orchestral - instruments used in contemporary orchestral settings</i></p>
<p><i>AH-06-1.1.3</i>  <i>Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</i></p>	<p><i>AH-07-1.1.3</i>  <i>Students will identify or explain various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</i></p>	<p><i>AH-08-1.1.3</i>  <i>Students will identify or compare various styles of music (gospel, Broadway musicals, blues, jazz, popular, marches, ballads).</i></p>
<p><b>Dance</b></p>		
<p><b>AH-06-1.2.1</b>  <b>Students will identify or describe the use of elements in a variety of dances.</b>  <b>DOK 2</b></p> <p><b>Elements of dance:</b>  <b><u>Space</u></b> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)  <b>Focus</b> - audience (where viewer’s eye is drawn), dancer (single focus - looking in the direction of movement, multi focus - changing head/eye focus during movements)  <b>Size</b> - use of size in given space, or range of motion  <b><u>Time (Tempo)</u></b> - accent, rhythmic pattern, duration  <b><u>Force</u></b> - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p>	<p><b>AH-07-1.2.1</b>  <b>Students will analyze the use of elements in a variety of dances.</b>  <b>DOK 3</b></p> <p><b>Elements of dance:</b>  <b><u>Space</u></b> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)  <b>Focus</b> - audience (where viewer’s eye is drawn), dancer (single focus - looking in the direction of movement, multi focus - changing head/eye focus during movements)  <b>Size</b> - use of size in given space, or range of motion  <b><u>Time (Tempo)</u></b> - accent, rhythmic pattern, duration  <b><u>Force</u></b> - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p>	<p><b>AH-08-1.2.1</b>  <b>Students will compare or evaluate the use of elements in a variety of dances.</b>  <b>DOK 3</b></p> <p><b>Elements of dance:</b>  <b><u>Space</u></b> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group)  <b>Focus</b> - audience (where viewer’s eye is drawn), dancer (single focus - looking in the direction of movement, multi focus – changing head/eye focus during movements)  <b>Size</b> - use of big/small size in a given space, or range of motion  <b><u>Time (Tempo)</u></b> - accent, rhythmic pattern, duration  <b><u>Force</u></b> - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p>

<b>Choreographic Forms -AB, ABA, call and response, narrative</b>	<b>Choreographic Forms -AB, ABA, call and response, narrative</b>	<b>Choreographic Forms -AB, ABA, call and response, narrative</b>
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<p><i>AH-06-1.2.2</i>  <i>Students will identify dances by: identifying theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.</i></p>	<p><i>AH-07-1.2.2</i>  <i>Students will identify and/or describe dances by: identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.</i></p>	<p><i>AH-08-1.2.2</i>  <i>Students will compare and contrast dances by: comparing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.</i></p>
<p><b>Drama/Theatre</b></p>		
<p><b>AH-06-1.3.1</b>  <b>Students will identify or describe the use of elements of drama in dramatic works.</b>  <b>DOK 2</b></p> <p><b>Elements of drama:</b>  <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy  <u>Technical elements</u> - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design  <u>Performance elements</u> - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</p>	<p><b>AH-07-1.3.1</b>  <b>Students will analyze the use of elements of drama in dramatic works.</b>  <b>DOK 3</b></p> <p><b>Elements of drama:</b>  <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy  <u>Technical elements</u> - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design  <u>Performance elements</u> - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</p>	<p><b>AH-08-1.3.1</b>  <b>Students will compare or evaluate the use of elements of drama in dramatic works.</b>  <b>DOK 3</b></p> <p><b>Elements of drama:</b>  <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy  <u>Technical elements</u> - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design  <u>Performance elements</u> - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</p>

<p><i>AH-06-1.3.2</i>  <i>Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p>	<p><i>AH-07-1.3.2</i>  <i>Students will describe how the technical elements (scenery, props, lighting, sound, costumes, make-up) communicate setting and mood.</i></p>	<p><i>AH-08-1.3.2</i>  <i>Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i></p>
<p><i>AH-06-1.3.3</i>  <i>Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</i></p>	<p><i>AH-07-1.3.3</i>  <i>Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</i></p>	<p><i>AH-08-1.3.3</i>  <i>Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.</i></p>
<p><i>AH-06-1.3.4</i>  <i>Students will identify and describe the types of stages (arena, thrust, proscenium).</i></p>	<p><i>AH-07-1.3.4</i>  <i>Students will identify and describe the types of stages (arena, thrust, proscenium).</i></p>	<p><i>AH-08-1.3.4</i>  <i>Students will identify and describe the types of stages (arena, thrust, proscenium).</i></p>
<p><b>Visual Arts</b></p>		
<p><b>AH-06-1.4.1</b>  <b>Students will describe works of art using elements of art and principles of design.</b>  <b style="text-align: right;">DOK 2</b></p> <p><u>Elements of art:</u>  Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u>  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p>	<p><b>AH-07-1.4.1</b>  <b>Students will analyze works of art using elements of art and principles of design.</b>  <b style="text-align: right;">DOK 3</b></p> <p><u>Elements of art:</u>  Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u>  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p>	<p><b>AH-08-1.4.1</b>  <b>Students will compare or evaluate works of art using elements of art and principles of design.</b>  <b style="text-align: right;">DOK 3</b></p> <p><u>Elements of art:</u>  Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective (e.g., 1 point linear perspective), value (darkness or lightness, tints or shades)</p> <p><u>Principles of design:</u>  Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</p>

<p><b>AH-06-1.4.2</b>  <b>Students will identify a variety of art media and art processes.</b>  <p style="text-align: right;"><b>DOK 1</b></p> <p><b><u>Media (plural)/Medium (singular):</u></b>          (Properties of media need to be known in order to respond to artworks)  <b><u>Two-dimensional</u></b> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel  <b><u>Three-dimensional</u></b> - clay, papier-mâché, found objects (assemblages)</p> <p><b>Art Processes:</b>  <b><u>Two-dimensional</u></b> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking  <b><u>Three-dimensional</u></b> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><b><u>Subject matter:</u></b> representational (e.g., landscape, portrait, still life)          nonrepresentational (e.g., abstract, non-objective)</p> </p>	<p><b>AH-07-1.4.2</b>  <b>Students will describe a variety of art media and art processes.</b>  <p style="text-align: right;"><b>DOK 2</b></p> <p><b><u>Media (plural)/Medium (singular):</u></b>          (Properties of media need to be known in order to respond to artworks)  <b><u>Two-dimensional</u></b> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel  <b><u>Three-dimensional</u></b> - clay, papier-mâché, found objects (assemblages)</p> <p><b>Art Processes:</b>  <b><u>Two-dimensional</u></b> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking  <b><u>Three-dimensional</u></b> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><b><u>Subject matter:</u></b> representational (e.g., landscape, portrait, still life)          nonrepresentational (e.g., abstract, non-objective)</p> </p>	<p><b>AH-08-1.4.2</b>  <b>Students will compare or evaluate a variety of art media and art processes.</b>  <p style="text-align: right;"><b>DOK 3</b></p> <p><b><u>Media (plural)/Medium (singular):</u></b>          (Properties of media need to be known in order to respond to artworks)  <b><u>Two-dimensional</u></b> - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, pastel  <b><u>Three-dimensional</u></b> - clay, papier-mâché, found objects (assemblages)</p> <p><b>Art Processes:</b>  <b><u>Two-dimensional</u></b> - drawing, painting, fiber art (e.g., fabric printing, stamping, tie-dye), printmaking  <b><u>Three-dimensional</u></b> - ceramics, sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</p> <p><b><u>Subject matter:</u></b> representational (e.g., landscape, portrait, still life)          nonrepresentational (e.g., abstract, non-objective)</p> </p>
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<b>Humanity in the Arts</b>		
<p>The arts reflect the beliefs, feelings and ideas of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Music</b>		
<p><b>AH-06-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures:</b></p> <p><b>Latin American –</b>                      Blending of cultural traditions can create new traditions reflecting multiple cultures                      Latin American characteristics reflected in music of United States (e.g., clave rhythm, the popularity of Latin musical styles, such as samba, salsa, cha-cha, etc.) in the U.S.                      Spanish influence on Mexican music (e.g., Mexican use of traditional Spanish musical instruments)</p> <p><b>Asian –</b>                      Isolation of culture or region results in a unique musical tradition (e.g., unique and distinctive sounds of traditional Asian music and instruments, e.g., Japanese koto, Indian sitar)</p>	<p><b>AH-07-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Periods:</b></p> <p><b>Classical Greece –</b>                      Presents the universal ideal of beauty through logic, order, reason and moderation.                      (Pythagorean – music theory based on mathematical logic)</p> <p><b>Medieval –</b>                      Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p>	<p><b>AH-08-2.1.1</b>  <b>Students will analyze or explain how diverse cultures and time periods are reflected in music.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures/Period:</b></p> <p><b>Early American through Civil War –</b>                      European influence on American music (e.g., Baroque [Bach, Handel], Classical [Mozart, Beethoven] their influence on Early American music) (e.g., European folk/Early American folk, common musical instruments, etc.)</p> <p><b>African influence in American music resulting from the importation of slaves from West Africa</b></p> <p><b>African American work songs, gospel and spirituals, the use of elements of music to create new styles (e.g., call and response, polyrhythms, improvisation), the development of new American instruments such as the banjo</b></p>

Dance		
<p><b>AH-06-2.2.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures:</b></p> <p>Latin American – Blending of cultural traditions can create new traditions Latin American dance characteristics reflected in American dance (e.g., clave rhythm, samba, salsa, cha-cha, Tango)</p> <p>Asian – Isolation of culture or region results in a unique dance tradition (e.g., classical dance forms from India - bharata natyam, kathak)</p>	<p><b>AH-07-2.2.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Periods:</b></p> <p>Medieval – Appeals to the emotions and stresses the importance of religion (e.g., development and history of tarantella)</p>	<p><b>AH-08-2.2.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures/Period:</b></p> <p>Early American through Civil War -- Folk/social dances based on European traditions (e.g., traditional folk and social dances, jig, reel, square dance, waltz)</p> <p>African American dances in the United States through the Civil War (e.g., plantation dances, dances performed by slaves based on West African traditions)</p>
Drama/Theatre		
<p><b>AH-06-2.3.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures:</b></p> <p>Bunraku (also called Banraku) - Japanese puppet theatre (Historical development and characteristics - developed as an art by late 1600s, characteristics of music, storytelling and sophisticated puppeteering)</p> <p>Native American and African influences on American storytelling</p>	<p><b>AH-07-2.3.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Periods:</b></p> <p>Classical Greece and Rome – Presents the universal ideal of beauty through logic, order, reason and moderation. (Development and characteristics of Ancient Greek theatre and the continuation of Greek stories and styles in the Roman theatre)</p>	<p><b>AH-08-2.3.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>Cultures/Period:</b></p> <p>Early American through Civil War – Starting in the early 1700's entertainers from England performed in large cities; during the Revolutionary War many colonies banned theatrical performances to focus on the war; In the early 1800's well known stars toured the country; development and</p>

	<p><b>Medieval –</b> Appeals to the emotions and stresses the importance of religion. (Morality plays - characters are personification of good and evil in a struggle for man’s soul)</p>	<p>characteristics of melodrama in America; development of a distinct American tone using American stories and characters (e.g., Uncle Tom’s Cabin)</p>
<p><b>Visual Arts</b></p>		
<p><b>AH-06-2.4.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.  DOK 3</p> <p><b>Cultures:</b> Latin American – mural art (e.g., Diego Rivera and his influence on other mural artists)  Asian – China (the evolution of ceramics)</p>	<p><b>AH-07-2.4.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.  DOK 3</p> <p><b>Periods:</b> Classical Greece – Presents the universal ideal of beauty through logic, order, reason and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery)  Ancient Rome – Continuation of Classical Greek traditions in the arts, advancement of architecture (Pantheon, Coliseum, arch, vault, dome)  Ancient Egypt – Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality  Medieval – Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of</p>	<p><b>AH-08-2.4.1</b> Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.  DOK 3</p> <p><b>Cultures/Period:</b> Early American through Civil War -  European Neo-classical influences (architecture)  Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildlife – e.g., John James Audubon, Landscapes – e.g., Thomas Cole, Native American subjects – e.g., George Catlin)  The development of photography as a new medium that impacted visual art (e.g., Mathew Brady)</p>



	<b>Roman techniques)</b>	
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<b>Purposes for Creating the Arts</b>		
<p>The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Music</b>		
<p><b>AH-06-3.1.1</b>  <b>Students will identify or explain how music fulfills a variety of purposes.</b>  <b>DOK 2</b></p> <p><b>Purposes of music: (different roles of music)</b>  <u><b>Ceremonial</b></u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u><b>Recreational</b></u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u><b>Artistic Expression</b></u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p><b>AH-07-3.1.1</b>  <b>Students will identify or explain how music fulfills a variety of purposes.</b>  <b>DOK 2</b></p> <p><b>Purposes of music: (different roles of music)</b>  <u><b>Ceremonial</b></u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u><b>Recreational</b></u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u><b>Artistic Expression</b></u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p><b>AH-08-3.1.1</b>  <b>Students will compare or explain how music fulfills a variety of purposes.</b>  <b>DOK 2</b></p> <p><b>Purposes of music: (different roles of music)</b>  <u><b>Ceremonial</b></u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u><b>Recreational</b></u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u><b>Artistic Expression</b></u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>

Dance		
<p><b>AH-06-3.2.1</b>  <b>Students will identify or explain how dance fulfills a variety of purposes.</b>  <b>DOK 2</b></p>	<p><b>AH-07-3.2.1</b>  <b>Students will identify or explain how dance fulfills a variety of purposes.</b>  <b>DOK 2</b></p>	<p><b>AH-08-3.2.1</b>  <b>Students will compare or explain how dance fulfills a variety of purposes.</b>  <b>DOK 2</b></p>
<p><b>Purposes of dance: (different roles of dance)</b>  <u><b>Ceremonial</b></u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u><b>Recreational</b></u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u><b>Artistic expression</b></u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>	<p><b>Purposes of dance: (different roles of dance)</b>  <u><b>Ceremonial</b></u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u><b>Recreational</b></u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u><b>Artistic expression</b></u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>	<p><b>Purposes of dance: (different roles of dance)</b>  <u><b>Ceremonial</b></u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u><b>Recreational</b></u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u><b>Artistic expression</b></u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>

Drama/Theatre		
<p><b>AH-06-3.3.1</b>  <b>Students will identify or explain how drama/theatre fulfills a variety of purposes.</b>  <b>DOK 2</b></p>	<p><b>AH-07-3.3.1</b>  <b>Students will identify or explain how drama/theatre fulfills a variety of purposes.</b>  <b>DOK 2</b></p>	<p><b>AH-08-3.3.1</b>  <b>Students will compare or explain how drama/theatre fulfills a variety of purposes.</b>  <b>DOK 2</b></p>
<p><b>Purposes of Drama/Theatre: (different roles of drama)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)  <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  <u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</p>	<p><b>Purposes of Drama/Theatre: (different roles of drama)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)  <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  <u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</p>	<p><b>Purposes of Drama/Theatre: (different roles of drama)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)  <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  <u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</p>

Visual Arts		
<p><b>AH-06-3.4.1</b>                      Students will identify or explain how art fulfills a variety of purposes.                      DOK 2</p>	<p><b>AH-07-3.4.1</b>                      Students will identify or explain how art fulfills a variety of purposes.                      DOK 2</p>	<p><b>AH-08-3.4.1</b>                      Students will compare or explain how art fulfills a variety of purposes.                      DOK 2</p>
<p><b>Purposes of Art: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events  <u>Functional</u> - artistic objects used in everyday life  <u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p>	<p><b>Purposes of Art: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events  <u>Functional</u> - artistic objects used in everyday life  <u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p>	<p><b>Purposes of Art: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events  <u>Functional</u> - artistic objects used in everyday life  <u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p>

<b>Processes in the Arts</b>		
<p>There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present and for the value of artistic expression.</p>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Music</b>		
<i>AH-06-4.1.1</i> <i>Students will create and notate in similar style answers to musical phrases.</i>	<i>AH-07-4.1.1</i> <i>Students will create and notate in similar style answers to musical phrases.</i>	<i>AH-08-4.1.1</i> <i>Students will create and notate in similar style answers to musical phrases.</i>
<i>AH-06-4.1.2</i> <i>Students will improvise variations on given melodies.</i>	<i>AH-07-4.1.2</i> <i>Students will improvise variations on given rhythms or melodies.</i>	<i>AH-08-4.1.2</i> <i>Students will improvise variations on given melodies.</i>
<i>AH-06-4.1.3</i> <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</i>	<i>AH-07-4.1.3</i> <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</i>	<i>AH-08-4.1.3</i> <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release and balance.</i>
<i>AH-06-4.1.4</i> <i>Students will use a variety of sound sources to create and perform music.</i>	<i>AH-07-4.1.4</i> <i>Students will use a variety of musical sound sources to create and perform music.</i>	<i>AH-08-4.1.4</i> <i>Students will use a variety of sound sources to create and perform music.</i>
<i>AH-06-4.1.5</i> <i>Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	<i>AH-07-4.1.5</i> <i>Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	<i>AH-08-4.1.5</i> <i>Students will sing or play alone and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>

<b>Dance</b>		
<i>AH-06-4.2.1</i> <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative.</i>	<i>AH-07-4.2.1</i> <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative.</i>	<i>AH-08-4.2.1</i> <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative.</i>
<i>AH-06-4.2.2</i> <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>	<i>AH-07-4.2.2</i> <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>	<i>AH-08-4.2.2</i> <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>
<b>Drama/Theatre</b>		
<i>AH-06-4.3.1</i> <i>Students will create and perform using elements of drama. (Literary, Technical, Performance)</i>	<i>AH-07-4.3.1</i> <i>Students will create and perform using elements of drama. (Literary, Technical, Performance)</i>	<i>AH-08-4.3.1</i> <i>Students will create and perform using elements of drama. (Literary, Technical, Performance)</i>
<i>AH-06-4.3.2</i> <i>Students will improvise short dialogues and monologues.</i>	<i>AH-07-4.3.2</i> <i>Students will improvise short dialogues and monologues.</i>	<i>AH-08-4.3.2</i> <i>Students will improvise short dialogues and monologues.</i>
<i>AH-06-4.3.3</i> <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>	<i>AH-07-4.3.3</i> <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>	<i>AH-08-4.3.3</i> <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>
<i>AH-06-4.3.4</i> <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up)</i>	<i>AH-07-4.3.4</i> <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up)</i>	<i>AH-08-4.3.4</i> <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up)</i>

<b>Visual Arts</b>		
<i>AH-06-4.4.1</i> <i>Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.</i>	<i>AH-07-4.4.1</i> <i>Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.</i>	<i>AH-08-4.4.1</i> <i>Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.</i>
<i>AH-06-4.4.2</i> <i>Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</i>	<i>AH-07-4.4.2</i> <i>Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</i>	<i>AH-08-4.4.2</i> <i>Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.</i>



<p><b>Structures in the Arts</b>                  Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media and subject matter that impact artistic products and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret or critique artworks from other artists, cultures and historical periods.</p>	
<p><b>High School</b></p>	
<p><b>Music</b></p>	
<p><b>AH-HS-1.1.1</b>                  Students will analyze or evaluate the use of elements of music in musical compositions.</p>	<p><b>DOK 3</b></p>
<p>(Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade)                  Elements of music:                      <b>Rhythm, Melody, Form (rondo, theme and variations, musical forms of opera: overture, aria, recitative, movements of the classical symphony - four movements in typical sequence: movement 1-fast dramatic movement, movement 2-lyrical slow movement, movement 3-a dance-like movement [e.g., minuet or scherzo], movement 4-a brilliant or heroic fast movement),                  Timbre, Harmony, Tempo, Dynamics</b></p>	
<p><b>Dance</b></p>	
<p><b>AH-HS-1.2.1</b>                  Students will analyze or evaluate how choreographers and dancers use the elements of dance, forms and styles to communicate ideas and feelings through creating and performing.</p>	<p><b>DOK 3</b></p>
<p>(Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade.)                  Elements: <b>Space, Time, Force</b>                  Choreographic Forms: <b>Theme and Variations, Rondo, Narrative</b>                  Styles: (characteristics of)  <b>Ballet – standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (actual terms not to be assessed), pointe shoes for women, slippers for men, costumes – tights, tutu, root is court dances</b>  <b>Tap – emphasis on rhythm, tap shoes, costumes – formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps)</b>  <b>Jazz – stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (actual terms not to be assessed), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance</b>  <b>Modern – freedom in movement, English/French/new words to describe movements (actual terms not to be assessed), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography</b></p>	

<p><b>AH-HS-1.2.2</b>  <b>Students will describe or analyze the relationship among music, costumes, lighting, props/scenery and choreography.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>Drama/Theatre</b></p>
<p><b>AH-HS-1.3.1</b>  <b>Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>(Incorporates prior knowledge about elements from primary through 8<sup>th</sup> grade)</b>  <b>Elements of drama:</b>  <u>Literary elements</u> – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy  <u>Technical elements</u> - Scenery, Sound, Lights, Make-up, Props, Costumes, Design  <u>Performance elements</u> - Acting (e.g., character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)</p>
<p><b>Visual Arts</b></p>
<p><b>AH-HS-1.4.1</b>  <b>Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks.</b></p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>(Incorporates knowledge about elements of art and principles of design from primary through 8<sup>th</sup> grade)</b>  <b>Elements of art:</b>  Line, Shape, Form, Texture, Space (perspective: aerial or atmospheric, two-point linear perspective), Value (lightness and darkness, tints and shades), Color (color theory - primary, secondary, intermediate hues, intensity - brightness and dullness, color schemes/groups - triadic, complementary, analogous)</p> <p><b>Principles of design:</b>  Repetition, Pattern, Rhythm, Movement, Contrast, Proportion, Balance (symmetrical, asymmetrical, radial), Emphasis (focal point), Variety, Unity</p>

**AH-HS-1.4.2**

Students will analyze or evaluate the use of media and art processes in creating artworks.

**DOK 3****Media (plural)/Medium (singular)**

(Properties of media need to be known in order to respond to artworks)

**Two-dimensional:** paint (watercolor, tempera, oil, acrylic), fabric, yarn, paper, ink, pastel (oil and chalk), fiber, photography, computer-generated design/art

**Three-dimensional:** clay, wood, glass, metal, stone, plaster

**Art processes:**

**Two-dimensional:** drawing, painting, fiber art (e.g., fabric printing, stamping, batik, tie-dye), printmaking, photography

**Three-dimensional:** textiles, fiber art (e.g., constructing with fiber, weaving, rugs, crocheting, knitting, quilting), ceramics, sculpture, architecture

**Subject matter:** representational (e.g., landscape, portrait, still life), nonrepresentational (e.g., abstract, non-objective)

### **Humanity in the Arts**

The arts reflect the beliefs, feelings and ideas of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

### **High School**

### **Music**

#### **AH-HS-2.1.1**

**Students will analyze or evaluate how factors such as time, place and ideas are reflected in music.**

**DOK 3**

#### **Historical Periods in European Music: (in chronological order)**

**(Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)**

**Renaissance (Palestrina, polyphony and counterpoint [multiple melodic lines played simultaneously] are prominent in music, the rise of instrumental and secular music)**

**Baroque (Bach and the fugue, Handel and oratorio)**

**Classical (Mozart & Haydn - true classical style, Beethoven - transition from Classical to Romantic)**

**Romantic (Tchaikovsky - influence on ballet, Wagner - influence on opera)**

**20<sup>th</sup> Century (Impressionism/Post-Impressionism, Debussy, Ravel - symbolism in music)**

**Modern (Stravinsky - influence on Russian ballet)**

**Contemporary (this refers to music being composed today)**

#### **Recent Styles in American Music:**

**Modern American music consists of diverse musical styles (e.g., Latin and Caribbean influences in American music); many emerged from a blending of distinct musical styles.**

#### **Contributions of some prominent American composers:**

**Gershwin - jazz in classical musical forms, Copland - integrated national American idioms into his music, Ellington - led and shaped jazz styles in American music**

**Other styles are rooted in American culture (e.g., folk, popular, country, blues)**

<b>Dance</b>	
<p><b>AH-HS-2.2.1</b> Students will analyze or evaluate how factors such as time, place and ideas are reflected in dance.</p> <p><b>European Culture and Periods: (in chronological order)</b> (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)</p> <ul style="list-style-type: none"> <li>Renaissance (court dances)</li> <li>Baroque (development of ballet, Louis XIV)</li> <li>Romantic (Golden Age of ballet)</li> <li>Modern (Fokine – the revitalization and 20<sup>th</sup> century prominence of Russian ballet, Balanchine, Baryshnikov)</li> </ul> <p><b>Recent Styles in American Culture:</b></p> <ul style="list-style-type: none"> <li>Popular dance (includes Early American dance, folk and social dance, [e.g., square dance, swing, waltz])</li> <li>Martha Graham - abandoning traditional steps of ballet, portrayed characters in woman's viewpoint)</li> <li>Modern dance (important figures include: Alvin Ailey - acclaimed African American choreographer, incorporation of traditional African roots, African-American themes,</li> </ul>	<b>DOK 3</b>
<b>Drama/Theatre</b>	
<p><b>AH-HS-2.3.1</b> Students will analyze or evaluate how factors such as time, place and ideas are reflected in drama.</p> <p><b>Japanese Culture (history and characteristics of Kabuki theatre)</b></p> <p><b>Historical Periods: (in chronological order)</b> (Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)</p> <ul style="list-style-type: none"> <li>Renaissance (commedia dell'arte, Shakespeare and Elizabethan theatre)</li> <li>Neo-Classicism/"Classical" (satire)</li> <li>Romantic (melodrama)</li> <li>Realism (Henrik Ibsen, George Bernard Shaw)</li> </ul> <p><b>American Culture:</b></p> <ul style="list-style-type: none"> <li>American playwrights' role with realism in theatre (Tennessee Williams, Arthur Miller)</li> </ul> <p><b>Modern &amp; Contemporary (impact of technology on drama/theatre, the development of American musical theatre)</b></p>	<b>DOK 3</b>

**Visual Arts****AH-HS-2.4.1**

Students will analyze or evaluate how factors such as time, place and ideas are reflected in visual art.

**DOK 3**

Middle Eastern and Asian temple architecture, characteristics of temples (Islamic – e.g., Dome of the Rock - geometric patterns for decoration such as arabesques, minaret tower to call Muslims to prayer, Hindu – e.g., Pampapati Temple– temple city complex with towers, Buddhist – e.g., Liurong Temple/pagoda or called a stupa in India, part of a temple city complex)

Unique visual arts in Asian cultures (Japanese printmaking, Chinese and Japanese ink and brush paintings, calligraphy)

Historical Periods and Styles: (in chronological order)

(Basic understanding of society in the time period, influence of geographic location and philosophical beliefs of each historical period is necessary to meet this standard)

Renaissance (Leonardo Da Vinci - painting, Michelangelo – sculpture, painting, architecture – build on the innovative architectural techniques of Ancient Greece and Rome ([e.g., the arch, vault, dome, principles of stress and counter stress, atrium-style houses, etc.]

Baroque (Rembrandt – Dutch Baroque, use of chiaroscuro, a bold contrast of light and dark, Caravaggio – Italian Baroque painter, captured realistic depictions using chiaroscuro)

Neo-Classical (Jacques-Louis David – distinctive Neo-Classical style associated with French revolution, Jefferson –Neo-Classical architecture with Ancient Greek and Roman architectural influences, reflects ideas of newly independent United States)

Romantic (John Constable – British landscapes, Francisco Goya – Spanish Court painter examined violence, greed and foolishness of society)

Realism - (Gustave Courbet – attention on the common man, Edouard Manet – focused on industrial-age city and people, bridged the gap between Realism and Impressionism)

Impressionism/Post-Impressionism (Claude Monet - tried to capture light as a moment of time, Vincent Van Gogh – used bright colors and line to express emotion, Mary Cassatt – domestic social scenes of women and children, Auguste Rodin – sculptor who used impressionistic style in his work)

Modern and Contemporary European (Salvador Dali – surrealism, Pablo Picasso – multiple styles including cubism)

Modern & Contemporary American (Andy Warhol – Pop Art, focused on celebrities and everyday objects of mass production, Georgia O’Keeffe – large scale abstraction of natural form, Frank Lloyd Wright – American architecture, Dorothea Lange – photography of the Depression era, Jacob Lawrence – reflects the African American experience)

<p><b>Purposes for Creating the Arts</b></p> <p>The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.</p>	
<p><b>High School</b></p>	
<p><b>Music</b></p>	
<p><b>AH-HS-3.1.1</b>                  Students will explain how music fulfills a variety of purposes.</p>	<p><b>DOK 2</b></p>
<p><b>Purposes of music: (different roles of music)</b>  <u>Ceremonial</u> - music created or performed for rituals or celebrations (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic expression</u> - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	
<p><b>Dance</b></p>	
<p><b>AH-HS-3.2.1</b>                  Students will explain how dance fulfills a variety of purposes.</p>	<p><b>DOK 2</b></p>
<p><b>Purposes of dance: (different roles of dance)</b>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic expression</u> - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>	

<b>Drama/Theatre</b>	
<p><b>AH-HS-3.3.1</b> Students will explain how drama/theatre fulfills a variety of purposes.</p>	<b>DOK 2</b>
<p><b>Purposes of drama/theatre: (different roles of drama)</b>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions)  <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony)  <u>Recreational</u> - drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals)  <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)</p>	
<b>Visual Arts</b>	
<p><b>AH-HS-3.4.1</b> Students will explain how art fulfills a variety of purposes.</p>	<b>DOK 2</b>
<p><b>Purposes of visual arts: (different roles of art)</b>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies  <u>Artistic expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate information, art to document important or historical events (e.g., Lange's photography of the Depression era)  <u>Functional</u> - artistic objects used in everyday life (e.g., pottery, quilts, baskets, etc.)  <u>Persuasive</u> - artworks that promote ideas, philosophies, or products (e.g., advertising, marketing, propaganda, ideology, etc.)</p>	
<b>Music</b>	
<p><i>AH-HS-4.1.1</i> <i>Students will create and notate music.</i></p>	
<p><i>AH-HS-4.1.2</i> <i>Students will improvise rhythmic and/or melodic embellishments and variations on given melodies.</i></p>	



<p><i>AH-HS-4.1.3</i> <i>Students will sing or perform on instruments, alone or with others, by reading basic music notation (with practice).</i></p>
<p><i>AH-HS-4.1.4</i> <i>Students will identify skills and training necessary for a variety of careers related to music.</i></p>
<p><b>Dance</b></p>
<p><i>AH-HS-4.2.1</i> <i>Students will create an individual or a group dance using dance elements (space, time and force) that communicates thoughts, ideas and/or feelings.</i></p>
<p><i>AH-HS-4.2.2</i> <i>Students will demonstrate appropriate alignment, strength and flexibility while performing dance movement.</i></p>
<p><i>AH-HS-4.2.3</i> <i>Students will perform dances utilizing various forms. (choreographic forms: theme and variation, rondo, narrative)</i></p>
<p><i>AH-HS-4.2.4</i> <i>Students will perform social, recreational and artistic dances from various historical periods and cultures.</i></p>
<p><i>AH-HS-4.2.5</i> <i>Students will identify skills and training for a variety of careers related to dance.</i></p>

<p><b>Processes in the Arts</b></p> <p>There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present and for the value of artistic expression.</p>
<p><b>High School</b></p>
<p><b>Drama/Theatre</b></p>
<p><i>AH-HS-4.3.1</i>  <i>Students will create and perform using elements of drama. (Literary - script writing, Technical - designing and directing, Performance- acting)</i></p>
<p><i>AH-HS-4.3.2</i>  <i>Students will identify skills and training necessary for a variety of careers related to drama.</i></p>
<p><b>Visual Arts</b></p>
<p><i>AH-HS-4.4.1</i>  <i>Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.</i></p>
<p><i>AH-HS-4.4.2</i>  <i>Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.</i></p>
<p><i>AH-HS-4.4.3</i>  <i>Students will identify skills and training necessary for a variety of careers in visual arts.</i></p>

**Interrelationships Among the Arts**

The arts share commonalities in structures, purposes, creative processes and their ability to express ideas, feelings and emotions. Studying interrelationships among the arts enables students to get a broad view of the expressiveness of the art forms as a whole and helps to develop a full appreciation of the arts as a mirror of human kind.

**Interrelationships Among the Arts***AH-HS-5.5.1*

*Students will compare one art form (e.g. music) to another (e.g. visual arts) from the same stylistic period in another arts discipline (e.g., Impressionism: Monet to Debussy).*

*AH-HS-5.5.2*

*Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed in another art form (e.g. dance).*

# **Core Content for Mathematics**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction

### Core Content for Mathematics Assessment

#### **What is the *Core Content for Mathematics Assessment*?**

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Mathematics Assessment Version 4.1* represents the reading content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Mathematics Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the *Kentucky Core Content Test (KCCT)* beginning in 2007.

The *Core Content for Mathematics Assessment* is not intended to represent the comprehensive local curriculum for mathematics assessment and instruction. It is also not the comprehensive *Program of Studies for Mathematics*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

#### **Kentucky Academic Expectations for Mathematics**

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 1:** *Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.*

- |           |  |      |   |
|-----------|--|------|---|
| 1.5 - 1.9 | Students use mathematical ideas and procedures to communicate, reason, and solve problems. | 1.16 | Students use computers and other types of technology to collect, organize, and communicate information and ideas. |
|-----------|--|------|---|

**Goal 2:** *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.*

- |     |   |      |   |
|-----|---|------|---|
| 2.7 | Students understand number concepts and use numbers appropriately and accurately. | 2.11 | Students understand mathematical change concepts and use them appropriately and accurately. |
|-----|---|------|---|

- |  |  |
|--|--|
| 2.8 Students understand various mathematical procedures and use them appropriately and accurately.   | 2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems. |
| 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately. | 2.13 Students understand and appropriately use statistics and probability.   |
| 2.10 Students understand measurement concepts and use measurements appropriately and accurately.     |  |

### **How is the *Core Content for the Mathematics Assessment* organized?**

The *Core Content for Mathematics Assessment Version 4.1* is organized by grade level (end of primary, fourth, fifth, sixth, seventh, eighth and high school) in order to ensure continuity and conceptual development. This is different from Version 3.0, which was organized in grade spans. Students are assessed in Mathematics at grades three through eight (3-8) and eleventh (11<sup>th</sup>).

*The Core Content for Mathematics Assessment Version 4.1 is organized using the 2005 Mathematics Framework for Assessment for the National Assessment of Educational Progress (NAEP). The NAEP framework consists of five subdomains, with organizers within each subdomain. The Core Content for Mathematics Assessment Version 4.1 is organized into the five subdomains as follows:*

- Number Properties and Operations
- Measurement
- Geometry
- Data Analysis and Probability
- Algebraic Thinking

While the NAEP framework was used as the *Core Content for Mathematics Assessment Version 4.1* basis for organization, the National Council of Teachers of Mathematics process standards of problem solving, reasoning and proof, communication, connections and representation were also embedded in the core content standards.

The Core Content for Assessment includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed

content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items inside the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Mathematics Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

### **What do the codes for the *Core Content for Mathematics Assessment* mean?**

Each content standard is preceded by a code. The code begins with MA for mathematics and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer and sequential standard, respectively. The codes used are listed below.

Grade Level Codes  
 EP – end of primary  
 04 – fourth grade  
 05 – fifth grade  
 06 – sixth grade  
 07 – seventh grade

Subdomain  
 1 = Number Properties and Operations

Organizer  
 1 = Number Sense  
 2 = Estimation  
 3 = Number Operations  
 4 = Ratios and Proportional Reading  
 5 = Properties of Numbers and Operations

<u>Grade Level Codes</u>	<u>Subdomain</u>	<u>Organizer</u>
08 – eighth grade	2 = Measurement	1 = Measuring Physical Attributes
HS– eleventh grade	3 = Geometry	2 = Systems of Measurement
	4 = Data Analysis and Probability	1 = Shapes and Relationships
	5 = Algebraic Thinking	2 = Transformations of Shapes
		3 = Coordinate Geometry
		1 = Data Representations
		2 = Characteristics of Data Sets
		3 = Experiments and Samples
		4 = Probability
		1 = Patterns, Relations and Functions
		2 = Variables, Expressions and Operations
		3 = Equations and Inequalities

The alpha-numeric codes represent the domain, grade level, subdomain, organizer and number of each standard. For example, MA-04-3.2.1 identifies the first standard in the second organizer (Transformations of Shapes) of the third subdomain (Geometry) for fourth grade.

MA-04-3.2.1

MA Mathematics (domain)

04 Fourth Grade

3 Geometry (subdomain)

2 Transformations of Shapes (organizer)

1 (first standard)

The high school core content also contains standards that are in plain text. These standards align the *Core Content for Mathematics Assessment Version 4.1* with the American Diploma Project mathematics benchmarks. These standards assist schools in understanding the mathematics that will be needed to prepare students for both postsecondary education and the workplace in the 21<sup>st</sup> Century.



<b>Number Properties and Operations</b>		
Whole number sense, addition and subtraction are key concepts and skills developed in early childhood. Students build on their number sense and counting sense to develop multiplication and division. They move flexibly and fluently through basic number facts, operations and representations. Their understanding of the base-10 number system expands to include decimals. They examine various meanings and models of fractions. They explore data, perform measurements and examine patterns as part of the development process for number and operations, using other mathematics strands to enrich number. Computational fluency with whole numbers, relationships among decimals and fractions and techniques for reasonable estimations represent elementary number.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Number Sense</b>		
<p><b>MA-EP-1.1.1</b> Students will:</p> <ul style="list-style-type: none"> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999):</li> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);</li> <li>• apply these numbers to represent real-world problems and</li> <li>• explain how the base 10 number system relates to place value.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-1.1.1</b> Students will:</p> <ul style="list-style-type: none"> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to represent whole numbers (0 to 99,999):</li> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe commonly used fractions through tenths and decimals through hundredths;</li> <li>• apply these numbers to represent real-world problems and</li> <li>• explain how the base 10 number system relates to place value.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-1.1.1</b> Students will:</p> <ul style="list-style-type: none"> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to represent whole numbers (0 to 99,999,999);</li> <li>• apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe commonly-used fractions, mixed numbers and decimals through thousandths;</li> <li>• apply these numbers to represent real-world problems and</li> <li>• explain how the base-10 number system relates to place value.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>MA-EP-1.1.2</i> <i>Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.</i></p>	<p><i>MA-04-1.1.2</i> <i>Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems.</i></p>	<p><i>MA-05-1.1.2</i> <i>Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems.</i></p>

<p><b>MA-EP-1.1.3</b> Students will compare (&lt;, &gt;, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-1.1.3</b> Students will compare (&lt;, &gt;, =) and order whole numbers, commonly used fractions and decimals, and explain the relationships (equivalence, order) between and among them.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-1.1.3</b> Students will compare (&lt;, &gt;, =) and order whole numbers), fractions and decimals, and explain the relationships (equivalence, order) between and among them.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<b>Estimation</b>		
<p><b>MA-EP-1.2.1</b> Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-1.2.1</b> Students will apply and describe appropriate strategies for estimating quantities of objects and computational results.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-1.2.1</b> Students will apply and describe appropriate strategies for estimating quantities of objects and computational results in real-world problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<b>Number Operations</b>		
<p><b>MA-EP-1.3.1</b> Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with three digits or less;</li> <li>• multiply whole numbers of 10 or less;</li> <li>• add and subtract fractions with like denominators less than or equal to four and</li> <li>• add and subtract decimals related to money.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-1.3.1</b> Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> <li>• add and subtract whole numbers with four digits or less;</li> <li>• multiply whole numbers with two digits or less;</li> <li>• divide whole numbers with three digits or less by single-digit divisors (with or without remainders);</li> <li>• add and subtract fractions with like denominators less than or equal to 10 and</li> <li>• add and subtract decimals through hundredths.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-1.3.1</b> Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> <li>• add, subtract, multiply, and divide whole numbers (less than 100,000,000), using technology where appropriate;</li> <li>• add and subtract fractions with like denominators through 16, with sums less than or equal to one and</li> <li>• add and subtract decimals through hundredths.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>

<i>MA-EP-1.3.2</i> <i>Students will skip-count forward and backward by 2s, 5s, 10s and 100s.</i>	<i>MA-04-1.3.2</i> <i>Students will skip-count forward and backward by 2s, 3s, 4s, 5s, 10s, 20s, 25s, 50s, 100s, 1,000, and 10,000s.</i>	<i>MA-05-1.3.2</i> <i>Students will skip-count forward and backward.</i>
<i>MA-EP-1.3.3</i> <i>Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.</i>		<i>MA-05-1.3.3</i> <i>Students will multiply decimals through tenths.</i>
<b>Ratios and Proportional Reasoning (not assessed at the elementary level)</b>		
<b>Properties of Numbers and Operations</b>		
<b>MA-EP-1.5.1</b> <b>Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.</b> <b>DOK 2</b>	<b>MA-04-1.5.1</b> <b>Students will identify and determine odd numbers, even numbers, multiples of a number and factors of a number, and will apply these numbers to solve real-world problems.</b> <b>DOK 2</b>	<b>MA-05-1.5.1</b> <b>Students will identify and determine composite numbers, prime numbers, multiples of a number, factors of a number and least common multiples (LCM), and will apply these numbers to solve real-world problems.</b> <b>DOK 2</b>
<i>MA-EP-1.5.2</i> <i>Students will use the commutative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.</i>	<i>MA-04-1.5.2</i> <i>Students will use the commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.</i>	<i>MA-05-1.5.2</i> <i>Students will use the commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.</i>

<b>Measurement</b>		
Students progress from measuring using nonstandard units to using standard units of measurement. They identify measurable attributes of objects, estimate and measure weight, length, perimeter, area, angles, temperature, time and money. They convert units within the same measurement system.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Measuring Physical Attributes</b>		
<p><b>MA-EP-2.1.1</b> Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:</p> <ul style="list-style-type: none"> <li>weight (nearest pound);</li> <li>time (nearest quarter hour); and</li> <li>money (identify coins and bills by value) and</li> <li>temperature (Fahrenheit).</li> </ul> <p style="text-align: right;">DOK 1</p>	<p><b>MA-04-2.1.1</b> Students will apply standard units to measure length (to the nearest quarter-inch or the nearest centimeter) and to determine:</p> <ul style="list-style-type: none"> <li>weight (ounce, pound; gram, kilogram);</li> <li>perimeter;</li> <li>area (figures that can be divided into rectangular shapes);</li> <li>time (nearest five minutes) and</li> <li>temperature (Fahrenheit and Celsius).</li> </ul> <p style="text-align: right;">DOK 2</p>	<p><b>MA-05-2.1.1</b> Students will apply standard units to measure length (to the nearest eighth-inch or the nearest centimeter) and to determine:</p> <ul style="list-style-type: none"> <li>weight (ounce, pound; gram, kilogram);</li> <li>perimeter;</li> <li>area (figures that can be divided into rectangular shapes);</li> <li>time (nearest minute);</li> <li>temperature (Fahrenheit and Celsius) and</li> <li>angle measures (nearest degree).</li> </ul> <p style="text-align: right;">DOK 2</p>
<p><i>MA-EP-2.1.2</i> <i>Students will use standard units to measure temperature in Fahrenheit and Celsius to the nearest degree.</i></p>	<p><i>MA-04-2.1.2</i> <i>Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, meter stick, yardstick, ruler) for specific measurement tasks.</i></p>	<p><i>MA-05-2.1.2</i> <i>Students will choose and use appropriate tools (e.g., protractor, meter stick, ruler) for specific tasks and apply skills to solve real-world and mathematical problems.</i></p>
<p><i>MA-EP-2.1.3</i> <i>Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.</i></p>	<p><i>MA-04-2.1.3</i> <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length and width) using appropriate units of measurement.</i></p>	<p><i>MA-05-2.1.3</i> <i>Students will use measurements to identify, describe, sort and compare attributes of objects and apply these to solve real-world and mathematical problems.</i></p>

<p><i>MA-EP-2.1.4</i>  <i>Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.</i></p>	<p><i>MA-04-2.1.4</i>  <i>Students will use measurements to describe and compare attributes of objects to include length (in, ft, yd, mile; cm, m, km), width, height, money (cost), temperature and weight (oz, lb, ton; g, kg); sort objects and compare attributes of objects.</i></p>	<p><i>MA-05-2.1.4</i>  <i>Students will measure volume of rectangular prisms, liquid capacity, and money using standard units and apply these skills to solve real-world and mathematical problems.</i></p>
<p><i>MA-EP-2.1.5</i>  <i>Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.</i></p>	<p><i>MA-04-2.1.5</i>  <i>Students will use nonstandard and standard units to measure angles (as compared to 90°).</i></p>	
<p><i>MA-EP-2.1.6</i>  <i>Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.</i></p>	<p><i>MA-04-2.1.6</i>  <i>Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.</i></p>	<p><b>MA-05-2.1.6</b>  <b>Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.</b>  <b>DOK 2</b></p>

<b>Systems of Measurement</b>		
<p><i>MA-EP-2.2.1</i> Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).</p>	<p><i>MA-04-2.2.1</i> Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement (e.g., weight - oz., lbs., tons, g, kg; length – in., ft., yd., mile, cm, m, km; area in square units) and money.</p>	<p><b>MA-05-2.2.1</b> <b>Students will determine elapsed time.</b> <b>DOK 3</b></p>
<p><i>MA-EP-2.2.2</i> Students will determine elapsed time by half hours.</p>	<p><i>MA-04-2.2.2</i> Students will determine elapsed time to the nearest quarter hour.</p>	<p><i>MA-05-2.2.2</i> Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement.</p>
<p><i>MA-EP-2.2.3</i> Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).</p>	<p><b>MA-04-2.2.3</b> <b>Students will convert units within the same measurement system, including money, time (seconds, minutes, hours, days, weeks, months, years), weight (ounces, pounds) and length (inches, feet, yards).</b> <b>DOK 1</b></p>	<p><b>MA-05-2.2.3</b> <b>Students will convert units within the same measurement system [U.S. customary (inches, feet, yards, miles; ounces, pounds, tons), metric (millimeters, centimeters, meters, kilometers; grams, kilograms), money, or time] and use the units to solve problems.</b> <b>DOK 2</b></p>

<b>Geometry</b> Students explore and find basic geometric elements and terms, two-dimensional shapes and three-dimensional objects. They find and use symmetry. They move two-dimensional figures in a plane and explore congruent and similar figures.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Shapes and Relationships</b>		
<b>MA-EP-3.1.1</b> Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems. DOK 2	<b>MA-04-3.1.1</b> Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices] and will apply these elements to solve real-world and mathematical problems. DOK 2	<b>MA-05-3.1.1</b> Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices, radius, diameter] and will apply these elements to solve real-world and mathematical problems. DOK 2
<b>MA-EP-3.1.2</b> Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems. DOK 2	<b>MA-04-3.1.2</b> Students will describe and provide examples of basic two-dimensional shapes [circles, triangles (right, equilateral), squares, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons] and will apply these shapes to solve real-world and mathematical problems. DOK 2	<b>MA-05-3.1.2</b> Students will describe and provide examples of basic two-dimensional shapes [circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, octagons] and will apply these shapes to solve real-world and mathematical problems. DOK 2

<p><b>MA-EP-3.1.3</b> Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>MA-04-3.1.3</b> Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms) and will apply the attributes to solve real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-3.1.3</b> Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms), will identify three-dimensional objects from two-dimensional representations (nets) and will apply the attributes to solve real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>
	<p><i>MA-04-3.1.4</i> <i>Students will explore two-dimensional representations of three-dimensional objects (nets).</i></p>	
<p><i>MA-EP-3.1.5</i> <i>Students will identify and describe congruent figures in real-world and mathematical problems.</i></p>	<p><i>MA-04-3.1.5</i> <i>Students will identify and describe congruent and similar figures in real-world and mathematical problems.</i></p>	<p><b>MA-05-3.1.5</b> <b>Students will identify and describe congruent and similar figures in real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>Transformations of Shapes</b></p>		
<p><b>MA-EP-3.2.1</b> Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-3.2.1</b> Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one or two lines of symmetry to construct a simple geometric design.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-3.2.1</b> Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply line symmetry to construct a geometric design.</p> <p style="text-align: right;"><b>DOK 3</b></p>
	<p><i>MA-04-3.2.2</i> <i>Students will identify basic two-dimensional shapes in different orientations using 90° rotations (turns) around a point of rotation, reflections (flips) and translations (slides) within a plane.</i></p>	<p><b>MA-05-3.2.2</b> <b>Students will identify 90° rotations, reflections or translations of basic shapes within a plane.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>



<b>Coordinate Geometry</b>		
<p><i>MA-EP-3.3.1</i>  <i>Students will locate points on a grid representing a positive coordinate system.</i></p>	<p><b>MA-04-3.3.1</b>  <b>Students will identify and graph ordered pairs on a positive coordinate system scaled by ones or locate points on a grid.</b>  <b>DOK 2</b></p>	<p><b>MA-05-3.3.1</b>  <b>Students will identify and graph ordered pairs on a positive coordinate system scaled by ones, twos, threes, fives or tens; locate points on a grid; and apply graphing in the coordinate system to solve real-world problems.</b>  <b>DOK 2</b></p>

<b>Data Analysis and Probability</b>		
Students pose questions, plan and collect data, organize and display data and interpret displays of data. They generate outcomes for simple probability activities, determine fairness of probability games and explore likely and unlikely events.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Data Representations</b>		
<b>MA-EP-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams). <b>DOK 3</b>	<b>MA-04-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams). <b>DOK 3</b>	<b>MA-05-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs). <b>DOK 3</b>
<i>MA-EP-4.1.2</i> <i>Students will collect data.</i>	<i>MA-04-4.1.2</i> <i>Students will collect data.</i>	<i>MA-05-4.1.2</i> <i>Students will collect data (e.g., tallies, surveys) and explain how the skills apply in real-world and mathematical problems.</i>
<i>MA-EP-4.1.3</i> <i>Students will organize and display data.</i>	<b>MA-04-4.1.3</b> Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables). <b>DOK 2</b>	<b>MA-05-4.1.3</b> Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables). <b>DOK 2</b>
<b>Characteristics of Data Sets</b>		
<i>MA-EP-4.2.1</i> <i>Students will determine the mode (of a set of data with no more than one mode) and the range of a set of data.</i>	<i>MA-04-4.2.1</i> <i>Students will determine the median, mode (for a data set with no more than one mode) and range of a set of data.</i>	<b>MA-05-4.2.1</b> Students will determine and apply the mean, median, mode and range of a set of data. <b>DOK 2</b>

<b>Experiments and Samples</b>		
<i>MA-EP-4.3.1</i> <i>Students will pose questions that can be answered by collecting data.</i>	<i>MA-04-4.3.1</i> <i>Students will pose questions that can be answered by collecting data.</i>	<i>MA-05-4.3.1</i> <i>Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions).</i>
<b>Probability</b>		
	<b>MA-04-4.4.1</b> <b>Students will determine all possible outcomes of an activity/event with up to six possible outcomes.</b> <b>DOK 2</b>	<b>MA-05-4.4.1</b> <b>Students will determine all possible outcomes of an activity/event with up to 12 possible outcomes.</b> <b>DOK 2</b>
	<b>MA-04-4.4.2</b> <b>Students will determine the likelihood of an event and the probability of an event (expressed as a fraction).</b> <b>DOK 1</b>	<b>MA-05-4.4.2</b> <b>Students will determine the likelihood of an event and the probability of an event (expressed as a fraction).</b> <b>DOK 2</b>
<i>MA-EP-4.4.3</i> <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i>	<i>MA-04-4.4.3</i> <i>Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).</i>	

<p><b>Algebraic Thinking</b>                      Students explore and examine patterns and develop rules to go with patterns. They generate input-output for functions and create tables to analyze functions. They use ordered pairs and plot points in the first quadrant of the Cartesian plane. Students use number sentences with missing values.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>Patterns, Relations and Functions</b></p>		
<p><b>MA-EP-5.1.1</b>                      Students will extend simple patterns (e.g., 2,4,6,8, ...; <math>\diamond\Delta\diamond\Delta</math> ...).                      DOK 2</p>	<p><b>MA-04-5.1.1</b>                      Students will extend patterns (e.g., 108, 208, 308, 408, ...; <math>\square\circ\circ\Delta\square\circ\circ\Delta</math> ...) from real-world and mathematical problems; compare simple patterns (numbers, pictures, words; e.g., <math>\Delta\square\Delta\square\Delta\square</math>; <math>\Delta\circ\circ\Delta\circ\circ</math>); and describe rules for simple number patterns (e.g., 1, 3, 5, 7, ...; 5, 10, 15, 20, ...; 30, 27, 24, 21, ...).                      DOK 3</p>	<p><b>MA-05-5.1.1</b>                      Students will extend patterns, find the missing term(s) in a pattern or describe rules for patterns (numbers, pictures, tables, words) from real-world and mathematical problems.                      DOK 3</p>
<p><b>MA-EP-5.1.2</b>                      Students will describe functions (input-output) through pictures and words.                      DOK 2</p>	<p><b>MA-04-5.1.2</b>                      Students will describe functions (input-output) through pictures, tables, and words; and will analyze functions from a table based on real-world and mathematical problems.                      DOK 2</p>	<p><b>MA-05-5.1.2</b>                      Students will describe functions (input-output) through pictures, tables, or words and will construct tables to analyze functions based on real-world or mathematical problems.                      DOK 2</p>
<p><i>MA-EP-5.1.3</i>                      Students will determine the value of an output given a function rule and an input value.</p>	<p><b>MA-04-5.1.3</b>                      Students will determine the value of an output given a function rule and an input value.                      DOK 2</p>	<p><b>MA-05-5.1.3</b>                      Students will determine an output value or an input value for a function rule given the other value.                      DOK 2</p>

<b>Variables, Expressions and Operations</b>		
		<p><b>MA-05-5.2.1</b>                  Students will model verbal descriptions of real-world and mathematical problems using a variable or a missing value in an expression.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<b>Equations and Inequalities</b>		
<p><b>MA-EP-5.3.1</b>                  Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., <math>2 + ? = 7</math>, <math>\_\_\_ &lt; 6</math>) and apply simple number sentences to solve mathematical and real-world problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-04-5.3.1</b>                  Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a variable or a missing value (e.g., <math>4 = 7 - \_\_\_</math>, <math>N + 5 &gt; 14</math>, <math>\frac{1}{2} + N = 1</math>) and apply simple number sentences to solve mathematical and real-world problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-05-5.3.1</b>                  Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a variable or missing value (e.g., <math>4 = 2 \times N</math>, <math>\_\_\_ + 5 &gt; 14</math>) and apply simple number sentences to solve mathematical and real-world problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Number Properties and Operations</b>		
Middle grades students understand fractions, decimals, percents and integers, compare them and locate their relative positions on a number line. They develop and use proportional reasoning to solve problems. They work with large numbers and small numbers. They use factors, multiples and prime factorizations. They perform arithmetic operations with fractions, decimals and integers, use properties in computation, develop fluency and develop strategies to estimate the result of operations on rational numbers.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Number Sense</b>		
<b>MA-06-1.1.1</b> Students will provide examples of and identify fractions, decimals and percents. DOK 1	<b>MA-07-1.1.1</b> Students will provide examples of and identify integers, fractions, decimals, percents and $\pi$ . DOK 1	<b>MA-08-1.1.1</b> Students will provide examples of and identify rational numbers and irrational numbers (square roots and $\pi$ only). DOK 1
<i>MA-06-1.1.2</i> <i>Students will describe and provide examples of representations of numbers (whole numbers, fractions in simplest form, mixed numbers, decimals, percents) and operations in a variety of equivalent forms using models, diagrams, and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences), based on real-world and mathematical problems.</i>	<i>MA-07-1.1.2</i> <i>Students will describe and provide examples of representations of numbers (whole numbers, fractions, decimals, percents, integers, square roots, and <math>\pi</math>) and operations in a variety of equivalent forms using models, diagrams, and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences), based on real-world and mathematical problems.</i>	<i>MA-08-1.1.2</i> <i>Students will describe and provide examples of representations of numbers (rational, square roots, and <math>\pi</math>) and operations in a variety of equivalent forms using models, diagrams and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences) based on real-world and mathematical problems.</i>
<b>MA-06-1.1.3</b> Students will convert between any two of the following numbers: fractions, decimals, and percents (less than or equal to 100%); and will compare and order these numbers. DOK 2	<b>MA-07-1.1.3</b> Students will convert among whole numbers, fractions, decimals, percents and $\pi$ , and will compare and order these numbers. DOK 2	<b>MA-08-1.1.3</b> Students will convert, compare and order multiple numerical representations (e.g., fractions, decimals, percentages) of rational numbers and irrational numbers (square roots and $\pi$ only). DOK 2

<b>Estimation</b>		
<b>MA-06-1.2.1</b> Students will estimate to solve real-world and mathematical problems with whole numbers, fractions, decimals and percents, checking for reasonable and appropriate computational results. DOK 2	<b>MA-07-1.2.1</b> Students will estimate to solve real-world and mathematical problems with fractions, decimals and percents, checking for reasonable and appropriate computational results. DOK 2	<b>MA-08-1.2.1</b> Students will estimate to solve real-world and mathematical problems with rational numbers, checking for reasonable and appropriate computational results. DOK 2
<b>Number Operations</b>		
<b>MA-06-1.3.1</b> Students will add, subtract, multiply and divide whole numbers, fractions and decimals to solve real-world problems and apply order of operations to simplify numerical expressions. DOK 2	<b>MA-07-1.3.1</b> Students will add, subtract, multiply and divide whole numbers, fractions and decimals to solve real-world problems and apply order of operations (including positive whole number exponents) to simplify numerical expressions. DOK 2	<b>MA-08-1.3.1</b> Students will add, subtract, multiply and divide rational numbers to solve real-world problems and apply order of operations (including positive whole number exponents) to simplify numerical expressions. DOK 2
<i>MA-06-1.3.2</i> <i>Students will explain how operations (addition and subtraction; multiplication and division) are inversely related.</i>	<i>MA-07-1.3.2</i> <i>Students will explain how operations (addition and subtraction; multiplication and division) are inversely related.</i>	<i>MA-08-1.3.2</i> <i>Students will explain how operations (additions and subtraction; multiplication and division; squaring and taking the square root of a number) are inversely related.</i>
	<i>MA-07-1.3.3</i> <i>Students will add and subtract integers.</i>	
<b>Ratios and Proportional Reasoning</b>		
<b>MA-06-1.4.1</b> Students will describe and apply ratios to solve real-world problems. DOK 2	<b>MA-07-1.4.1</b> Students will apply ratios and proportional reasoning to solve real-world problems (e.g., percents, sales tax, discounts, rate). DOK 3	<b>MA-08-1.4.1</b> Students will apply ratios and proportional reasoning to solve real-world problems (e.g., percents, constant rate of change, unit pricing, percent of increase or decrease). DOK 3

<b>Properties of Numbers and Operations</b>		
<p><b>MA-06-1.5.1</b> Students will identify and apply prime numbers, composite numbers, prime factorization, factors, multiples and divisibility to solve real-world and mathematical problems (e.g., prime factorization to determine a least common multiple [LCM] or greatest common factor [GCF]).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-07-1.5.1</b> Students will identify and apply prime numbers, composite numbers, prime factorization, factors, multiples and divisibility to solve real-world and mathematical problems (e.g., prime factorization to determine a least common multiple [LCM] or greatest common factor [GCF]).</p> <p style="text-align: right;"><b>DOK 2</b></p>	
<p><b>MA-06-1.5.2</b> Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication and the identity properties for addition and multiplication) to simplify numerical expressions.</p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>MA-07-1.5.2</b> Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication and the identity properties for addition and multiplication) to justify a given step in solving problems.</p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>MA-08-1.5.2</b> Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties for addition and multiplication, inverse properties and the distributive property of multiplication over addition and subtraction) to justify a given step in solving problems.</p> <p style="text-align: right;"><b>DOK 1</b></p>



<b>Measurement</b> Students continue to measure and estimate measurements including fractions and decimals. They use formulas to find perimeter, area, circumference and volume. They use rulers and protractors. They use US Customary and metric units of measurement.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Measuring Physical Attributes</b>		
<b>MA-06-2.1.1</b> Students will measure lengths (to the nearest eighth of an inch or the nearest centimeter) and will determine and use in real-world and mathematical problems: <ul style="list-style-type: none"> <li>• area and perimeter of triangles;</li> <li>• area and perimeter of quadrilaterals (rectangles, squares); (using the Pythagorean theorem will not be required as a strategy) and</li> <li>• area and perimeter of compound figures composed of triangles and quadrilaterals.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<b>MA-07-2.1.1</b> Students will measure lengths (to the nearest eighth of an inch or the nearest centimeter) and will determine and use in real-world and mathematical problems: <ul style="list-style-type: none"> <li>• area and perimeter of triangles;</li> <li>• area and perimeter of quadrilaterals (rectangles, squares, trapezoids) (using the Pythagorean theorem will not be required as a strategy);</li> <li>• area and circumference of circles and</li> <li>• area and perimeter of compound figures composed of triangles, quadrilaterals and circles.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<b>MA-08-2.1.1</b> Students will measure lengths (to the nearest sixteenth of an inch or the nearest millimeter) and will determine and use in real-world or mathematical problems: <ul style="list-style-type: none"> <li>• area and perimeter of triangles and quadrilaterals;</li> <li>• area and circumference of circles;</li> <li>• area and perimeter of compound figures composed of triangles, quadrilaterals and circles;</li> <li>• area from circumference or perimeter and</li> <li>• circumference or perimeter from area.</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>
<i>MA-06-2.1.2</i> Students will estimate measurements in standard units including fractions and decimals.	<i>MA-07-2.1.2</i> Students will estimate measurements of regular and irregular polygons and circles in standard units.	<i>MA-08-2.1.2</i> Students will estimate measurements in standard units in real-world and mathematical problems.
<i>MA-06-2.1.3</i> Students will explain how measurements and measurement formulas are related or different (perimeter and area of rectangles).	<i>MA-07-2.1.3</i> Students will explain how measurements and measurement formulas are related or different (e.g., perimeter and area of rectangles).	<b>MA-08-2.1.3</b> Students will evaluate the measures of angles by estimation, measurement with a protractor or angle ruler and determine angle measures in mathematical and/or real-world situations (e.g., supplementary, external, vertical). <p style="text-align: right;"><b>DOK 2</b></p>

	<i>MA-07-2.1.4</i> <i>Students will find the measures of angles by estimation and measurement with a protractor or angle ruler.</i>	<b>MA-08-2.1.4</b> <b>Students will apply formulas to determine the volume of right rectangular prisms in real-world problems.</b> <b>DOK 2</b>
		<i>MA-08-2.1.5</i> <i>Students will use formulas to find surface area of right rectangular prisms in real-world and mathematical problems.</i>
		<b>MA-08-2.1.6</b> <b>Students will apply the Pythagorean theorem to determine the length of a hypotenuse.</b> <b>DOK 2</b>
<b>Systems of Measurement</b>		
<i>MA-06-2.2.1</i> <i>Students will convert units within the same measurement system and use these units to solve real-world problems.</i>	<i>MA-07-2.2.1</i> <i>Students will convert units within the same measurement system and use these units to solve real-world problems.</i>	<b>MA-08-2.2.1</b> <b>Students will convert units within the same measurement system and use these units to solve real-world problems.</b> <b>DOK 2</b>

<p><b>Geometry</b>                      Middle grades students expand analysis of two-dimensional shapes and three-dimensional shapes. They translate shapes in a coordinate plane. They extend work with congruent and similar figures, including proportionality. They use the Pythagorean theorem.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><b>Shapes and Relationships</b></p>		
<p><b>MA-06-3.1.1</b>                      Students will describe and provide examples of the basic geometric elements (points, rays, lines, segments, angles [acute, right, obtuse], planes, radius, diameter, circumference).                      DOK 2</p>	<p><i>MA-07-3.1.1</i>                      Students will describe, provide examples of and identify (using correct notation, label and name) the basic geometric elements (e.g., points, segments, rays, lines, angles and planes), in real-world and mathematical problems.</p>	<p><i>MA-08-3.1.1</i>                      Students will describe and provide examples of basic geometric elements that include points, segments, rays, lines, angles, and planes and will use these elements in real-world and mathematical problems.</p>
<p><b>MA-06-3.1.2</b>                      Students will describe, and provide examples of the elements (e.g., sides, vertices, angles, congruent parts) of two-dimensional figures (circles, triangles, quadrilaterals, regular polygons), and will apply these elements and figures to solve real-world and mathematical problems.                      DOK 2</p>	<p><b>MA-07-3.1.2</b>                      Students will describe and provide examples of the elements (e.g., sides, vertices, angles, congruent parts) of two-dimensional figures (circles, triangles [acute, right, obtuse, scalene, isosceles, equilateral], quadrilaterals [square, rectangle, rhombus, parallelogram, trapezoid], regular polygons), and will apply these elements and figures to solve real-world and mathematical problems.                      DOK 2</p>	<p><b>MA-08-3.1.2</b>                      Students will identify and compare properties of two-dimensional figures (circles, triangles acute, right, obtuse, scalene, isosceles, equilateral], quadrilaterals [square, rectangle, rhombus, parallelogram, trapezoid], regular/irregular polygons), and will apply these properties and figures to solve real-world and mathematical problems.                      DOK 2</p>
<p><i>MA-06-3.1.3</i>                      Students will describe, provide examples of, and identify elements (e.g., vertices, angles, faces, edges, congruent parts) of common three-dimensional figures (spheres, cones, cylinders, prisms, and pyramids).</p>	<p><i>MA-07-3.1.3</i>                      Students will describe, provide examples of, and identify elements (e.g., vertices, angles, faces, edges, congruent parts) of common three-dimensional figures (spheres, cones, cylinders, prisms, and pyramids).</p>	<p><b>MA-08-3.1.3</b>                      Students will compare properties of three-dimensional figures (spheres, cones, cylinders, prisms, pyramids), and will apply these properties and figures to solve real-world and mathematical problems.                      DOK 2</p>

<p><b>MA-06-3.1.4</b>  <b>Students will identify and describe congruent figures, and will apply congruent figures to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-07-3.1.4</b>  <b>Students will describe and provide examples of congruent and similar figures, and will apply congruent and similar figures to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-08-3.1.4</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• provide examples of congruent and similar figures;</li> <li>• apply congruent and similar figures to solve real-world and mathematical problems and</li> <li>• apply proportional reasoning to solve problems involving scale drawings and proportional figures.</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>MA-06-3.1.5</i>  <i>Students will identify similar figures and apply similar figures to solve real-world and mathematical problems.</i></p>		
<b>Transformations of Shapes</b>		
<p><i>MA-06-3.2.1</i>  <i>Students will describe, provide examples of, and apply line symmetry to real-world and mathematical problems.</i></p>		<p><i>MA-08-3.2.1</i>  <i>Students will describe, provide examples of, and apply to real-world and mathematical problems rotational symmetry (90°, 180°, 360°).</i></p>
<p><b>MA-06-3.2.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• reflect figures across a horizontal or vertical line in the first quadrant;</li> <li>• translate figures in a plane in the first quadrant and</li> <li>• determine the coordinates of the image after transformation in the first quadrant.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>MA-07-3.2.2</i>  <i>Students will translate (slide) and reflect (flip) figures in a coordinate plane.</i></p>	<p><b>MA-08-3.2.2</b>  <b>Students will transform (translations, reflections, and dilations with the center of dilation at the origin) figures in a coordinate plane and determine the new coordinates of the image after the transformation.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><i>MA-06-3.2.3</i>  <i>Students will identify rotations of figures in the plane (90° and 180°).</i></p>	<p><i>MA-07-3.2.3</i>  <i>Students will identify rotations (clockwise or counterclockwise) of figures about the origin in the plane (90°, 180°, 270°).</i></p>	<p><i>MA-08-3.2.3</i>  <i>Students will identify rotations (clockwise or counterclockwise) of figures about the origin in a coordinate plane.</i></p>
<b>Coordinate Geometry</b>		
<p><b>MA-06-3.3.1</b>  <b>Students will identify and graph ordered pairs on a positive coordinate system (Quadrant I), correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.</b>  <b>DOK 2</b></p>	<p><b>MA-07-3.3.1</b>  <b>Students will identify and graph ordered pairs on a coordinate system, correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.</b>  <b>DOK 2</b></p>	<p><b>MA-08-3.3.1</b>  <b>Students will identify and graph ordered pairs on a coordinate system, correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.</b>  <b>DOK 2</b></p>

<b>Data Analysis and Probability</b>		
Middle grades students extend the early development of data representations and examine the appropriateness of graphs and representations of data. They examine central tendencies and dispersion. They develop organized approaches to counting and use experimental and theoretical probabilities.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Representations of Data Sets</b>		
<b>MA-06-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots). <p style="text-align: right;"><b>DOK 3</b></p>	<b>MA-07-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots, scatter plots). <p style="text-align: right;"><b>DOK 3</b></p>	<b>MA-08-4.1.1</b> Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots, scatter plots, histograms, box-and-whiskers plots). <p style="text-align: right;"><b>DOK 3</b></p>
<i>MA-06-4.1.2</i> <i>Students will explain how different representations of data (e.g., tables, graphs, diagrams, plots) are related.</i>	<i>MA-07-4.1.2</i> <i>Students will explain how different representations of data (e.g., tables, graphs, diagrams, plots) are related.</i>	<i>MA-08-4.1.2</i> <i>Students will explain how different representations of data (e.g., tables, graphs, diagrams, plots) are related.</i>
	<i>MA-07-4.1.3</i> <i>Students will read/interpret, analyze and make inferences from box and whisker plots of data and make predictions and draw conclusions from the data.</i>	

<p><b>MA-06-4.1.4</b> Students will determine and construct appropriate data displays (bar graphs, line plots, Venn diagrams, tables, line graphs), and will explain why the type of display is appropriate for the data.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-07-4.1.4</b> Students will determine and construct appropriate data displays (bar graphs, line plots, Venn diagrams, tables, line graphs, stem-and-leaf plots), and will explain why the type of display is appropriate for the data.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-08-4.1.4</b> Students will:</p> <ul style="list-style-type: none"> <li>• construct data displays (Venn diagrams, tables, line graphs, stem-and-leaf plots, circle graphs, scatter plots);</li> <li>• explain why the type of display is appropriate for the data and</li> <li>• explain how misleading representations affect interpretations and conclusions about data (e.g., changing the scale on a graph).</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
	<p><i>MA-07-4.1.5</i> <i>Students will make decisions about how misleading representations affect interpretations and conclusions about data (e.g., changing the scale on a graph).</i></p>	<p><i>MA-08-4.1.5</i> <i>Students will construct box-and-whiskers plots.</i></p>
<b>Characteristics of Data Sets</b>		
<p><b>MA-06-4.2.1</b> Students will determine and apply the mean, median, mode and range of a set of data.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-07-4.2.1</b> Students will determine the mean, median, mode and range of a set of data, and will identify clusters, gaps and outliers within the data.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-08-4.2.1</b> Students will:</p> <ul style="list-style-type: none"> <li>• determine the mean, median, mode, and range of a set of data;</li> <li>• identify clusters, gaps, and outliers and</li> <li>• apply these concepts to compare sets of data.</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Experiments and Samples</b>		
		<i>MA-08-4.3.1</i> <i>Students will explain how data gathering, bias issues, and faulty data analysis can affect the results of data collection.</i>
<b>Probability</b>		
<b>MA-06-4.4.1</b> Students will describe or determine (e.g., tables, tree diagrams) the sample space of an event for a real-world or mathematical situation. <b>DOK 2</b>	<b>MA-07-4.4.1</b> Students will apply counting techniques to determine the size of a sample space for a real-world or mathematical situation. <b>DOK 2</b>	<b>MA-08-4.4.1</b> Students will apply counting techniques to determine the size of a sample space for a real-world or mathematical situation. <b>DOK 2</b>
<b>MA-06-4.4.2</b> Students will determine single event probabilities based on the results of an experiment and will make inferences based on the data. <b>DOK 3</b>	<b>MA-07-4.4.2</b> Students will: <ul style="list-style-type: none"> <li>• determine theoretical probabilities of simple events;</li> <li>• determine probabilities based on the results of an experiment and</li> <li>• make inferences from probability data.</li> </ul> <b>DOK 3</b>	<b>MA-08-4.4.2</b> Students will: <ul style="list-style-type: none"> <li>• determine theoretical probabilities of simple events;</li> <li>• determine probabilities based on the results of an experiment and</li> <li>• make inferences from probability data.</li> </ul> <b>DOK 3</b>
<i>MA-06-4.4.3</i> <i>Students will explore the theoretical probability of simple events.</i>	<i>MA-07-4.4.3</i> <i>Students will tabulate experimental results from simulations and explain how theoretical and experimental probabilities are related.</i>	<i>MA-08-4.4.3</i> <i>Students will tabulate experimental results from simulations and explain how theoretical and experimental probabilities are related.</i>
		<i>MA-08-4.4.4</i> <i>Students will determine theoretical probabilities and represent them using area models.</i>



<b>Algebraic Thinking</b>		
Middle grades students extend pattern work to include arithmetic sequences. They use linear functions and linear equations. They plot rational number pairs in the Cartesian plane. They simplify algebraic and numeric expressions. They explore the effects of change on related variables. They use and solve two-step single variable equations and inequalities.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Patterns, Relations and Functions</b>		
<p><b>MA-06-5.1.1</b>  <b>Students will extend, describe rules for patterns and find a missing term in a pattern from real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>MA-07-5.1.1</b>  <b>Students will extend, describe rules for patterns and find a missing term in a pattern from real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><i>MA-08-5.1.1</i>  <i>Students will use variables to describe numerical patterns based on arithmetic sequences in real-world and mathematical problems (e.g., <math>f(N) = 2N+3</math>).</i></p>
<p><b>MA-06-5.1.2</b>  <b>Students will create tables for functions and will apply the tables to solve real-world problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-07-5.1.2</b>  <b>Students will represent, analyze, and generalize first degree relationships using tables, graphs and words, and will apply the relationships to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>MA-08-5.1.2</b>  <b>Students will represent, analyze and generalize simple first and second degree relationships using tables, graphs, words and algebraic notations, and will apply the relationships to solve real-world and mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>MA-06-5.1.3</i>  <i>Students will describe, define, provide examples of, and apply to real-world and mathematical problems functions using tables, graphs and verbal rules.</i></p>	<p><i>MA-07-5.1.3</i>  <i>Students will explain how tables, graphs, patterns, verbal rules and equations relate to each other.</i></p>	
<p><i>MA-06-5.1.4</i>  <i>Students will explain how tables, graphs and patterns relate to each other.</i></p>		

<p><i>MA-06-5.1.5</i> Students will explain how the change in one quantity affects change in another quantity (e.g., in tables or graphs, input/output tables).</p>	<p><b>MA-07-5.1.5</b> Students will explain how the change in one quantity affects the change in another quantity (e.g., in tables or graphs). DOK 2</p>	<p><b>MA-08-5.1.5</b> Students will explain how the change in one variable affects the change in another variable (e.g., if rate remains constant, an increase in time results in an increase in distance). DOK 2</p>
<b>Variables, Expressions and Operations</b>		
<p><b>MA-06-5.2.1</b> Students will substitute values for variables (up to two different variables) and evaluate algebraic expressions. DOK 2</p>	<p><b>MA-07-5.2.1</b> Students will substitute values for variables (up to three different variables) and evaluate algebraic expressions. DOK 2</p>	<p><b>MA-08-5.2.1</b> Students will evaluate and simplify algebraic expressions applying the order of operations. DOK 2</p>
<p><i>MA-06-5.2.2</i> Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and mathematical problems.</p>	<p><i>MA-07-5.2.2</i> Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and mathematical problems.</p>	<p><i>MA-08-5.2.2</i> Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and mathematical problems.</p>
<b>Equations and Inequalities</b>		
<p><b>MA-06-5.3.1</b> Students will model and solve real-world and mathematical problems with simple equations and inequalities (e.g., <math>8x = 4</math>, <math>x+2 &gt; 5</math>). DOK 2</p>	<p><b>MA-07-5.3.1</b> Students will model and solve real-world and mathematical problems with one- or two-step single variable, first-degree equations or inequalities (e.g., <math>2x+1 = 9</math>, <math>3x+3 &lt; 9</math>). (Statements and solutions use only non-negative numbers.) DOK 2</p>	<p><b>MA-08-5.3.1</b> Students will model and solve single variable, first-degree real-world and mathematical problems (e.g., <math>5x+2 = x+22</math>, <math>x-4 &lt; -60</math>). DOK 2</p>

<p><b>Number Properties and Operations</b></p> <p>High school students should enter high school with a strong background in rational numbers and numerical operations and expand this to real numbers. This becomes the foundation for algebra and working with algebraic symbols. They understand large and small numbers and their representations, powers and roots. They compare and contrast properties of numbers and number systems and develop strategies to estimate the results of operations on real numbers. Students will use, and understand the limitations of, graphing calculators and computer spreadsheets appropriately as learning tools.</p>
<p><b>High School</b></p>
<p><b>Number Sense</b></p>
<p><i>MA-HS-1.1.1</i> Students will compare real numbers using order relations (less than, greater than, equal to) and represent problems using real numbers.</p>
<p><i>MA-HS-1.1.2</i> Students will demonstrate the relationships between different subsets of the real number system.</p>
<p><i>MA-HS-1.1.3</i> Students will use scientific notation to express very large or very small quantities.</p>
<p><b>Estimation</b></p>
<p><i>MA-HS-1.2.1</i> Students will estimate solutions to problems with real numbers (including very large and very small quantities) in both real-world and mathematical problems, and use the estimations to check for reasonable computational results.</p>
<p><b>Number Operations</b></p>
<p><b>MA-HS-1.3.1</b> Students will solve real-world and mathematical problems to specified accuracy levels by simplifying expressions with real numbers involving addition, subtraction, multiplication, division, absolute value, integer exponents, roots (square, cube) and factorials.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>MA-HS-1.3.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe and extend arithmetic and geometric sequences;</li> <li>• determine a specific term of a sequence given an explicit formula;</li> <li>• determine an explicit rule for the <math>n</math>th term of an arithmetic sequence and</li> <li>• apply sequences to solve real-world problems.</li> </ul>	<b>DOK 3</b>
<p><i>MA-HS-1.3.3</i>  <i>Students will write an explicit rule for the <math>n</math>th term of a geometric sequence.</i></p>	
<p><b>MA-HS-1.3.4</b>          Students will recognize and solve problems that can be modeled using a finite geometric series, such as home mortgage problems and other compound interest problems.</p>	
<b>Ratios and Proportional Reasoning</b>	
<p><b>MA-HS-1.4.1</b>  <b>Students will apply ratios, percents and proportional reasoning to solve real-world problems (e.g., those involving slope and rate, percent of increase and decrease) and will explain how slope determines a rate of change in linear functions representing real-world problems.</b></p>	<b>DOK 2</b>
<b>Properties of Numbers and Operations</b>	
<p><i>MA-HS-1.5.1</i>  <i>Students will identify real number properties (commutative properties of addition and multiplication, associative properties of addition and multiplication, distributive property of multiplication over addition and subtraction, identity properties of addition and multiplication and inverse properties of addition and multiplication) when used to justify a given step in simplifying an expression or solving an equation.</i></p>	
<p><i>MA-HS-1.5.2</i>  <i>Students will use equivalence relations (reflexive, symmetric, transitive).</i></p>	

<p><b>Measurement</b> High school students continue to measure and estimate measurements including fractions and decimals. They use formulas to find surface area and volume. They use US Customary and metric units of measurement. They use the Pythagorean theorem and other right triangle relationships to solve real-world problems.</p>
<b>High School</b>
<b>Measuring Physical Attributes</b>
<p><b>MA-HS-2.1.1</b> Students will determine the surface area and volume of right rectangular prisms, pyramids, cylinders, cones and spheres in real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>MA-HS-2.1.2</b> Students will describe how a change in one or more dimensions of a geometric figure affects the perimeter, area and volume of the figure.</p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>MA-HS-2.1.3</b> Students will apply definitions and properties of right triangle relationships (right triangle trigonometry and the Pythagorean theorem) to determine length and angle measures to solve real-world and mathematical problems.</p> <p style="text-align: right;"><b>DOK 3</b></p>
<p>MA-HS-2.1.4 Students will apply special right triangles and the converse of the Pythagorean theorem to solve real-world problems.</p>
<b>Systems of Measurements</b>
<p><i>MA-HS-2.2.1</i> <i>Students will continue to apply to both real-world and mathematical problems U.S. customary and metric systems of measurement.</i></p>

<b>Geometry</b>	
High school students expand analysis of two-dimensional shapes and three-dimensional shapes. They translate shapes in a coordinate plane. They extend work with congruent and similar figures, including proportionality.	
<b>High School</b>	
<b>Shapes and Relationships</b>	
<b>MA-HS-3.1.1</b> Students will analyze and apply spatial relationships (not using Cartesian coordinates) among points, lines and planes (e.g., betweenness of points, midpoint, segment length, collinear, coplanar, parallel, perpendicular, skew).	<b>DOK 2</b>
MA-HS-3.1.2 Students will use spatial relationships to prove basic theorems.	
<b>MA-HS-3.1.3</b> Students will analyze and apply angle relationships (e.g., linear pairs, vertical, complementary, supplementary, corresponding and alternate interior angles) in real-world and mathematical problems.	<b>DOK 2</b>
MA-HS-3.1.4 Students will use angle relationships to prove basic theorems.	
<b>MA-HS-3.1.5</b> Students will classify and apply properties of two-dimensional geometric figures (e.g., number of sides, vertices, length of sides, sum of interior and exterior angle measures).	<b>DOK 2</b>
MA-HS-3.1.6 Students will know the definitions and basic properties of a circle and will use them to prove basic theorems and solve problems.	
<b>MA-HS-3.1.7</b> Students will solve real-world and mathematical problems by applying properties of triangles (e.g., Triangle Sum theorem and Isosceles Triangle theorems).	<b>DOK 2</b>

MA-HS-3.1.8 Students will use the properties of triangles to prove basic theorems.	
<b>MA-HS-3.1.9</b> <b>Students will classify and apply properties of three-dimensional geometric figures.</b>	<b>DOK 2</b>
<i>MA-HS-3.1.10</i> <i>Students will describe the intersection of a plane with a three-dimensional figure.</i>	
MA-HS-3.1.11 Students will visualize solids and surfaces in three-dimensional space when given two-dimensional representations (e.g., nets, multiple views) and create two-dimensional representations for the surfaces of three-dimensional objects.	
<b>MA-HS-3.1.12</b> <b>Students will apply the concepts of congruence and similarity to solve real-world and mathematical problems.</b>	<b>DOK 3</b>
MA-HS-3.1.13 Students will prove triangles congruent and similar.	
<b>Transformations of Shapes</b>	
<b>MA-HS-3.2.1</b> <b>Students will identify and describe properties of and apply geometric transformations within a plane to solve real-world and mathematical problems.</b>	<b>DOK 3</b>
<b>Coordinate Geometry</b>	
<b>MA-HS-3.3.1</b> <b>Students will apply algebraic concepts and graphing in the coordinate plane to analyze and solve problems (e.g., finding the final coordinates for a specified polygon, midpoints, betweenness of points, parallel and perpendicular lines, the distance between two points, the slope of a segment).</b>	<b>DOK 2</b>

**Foundational Statements**

MA-HS-3.4.1

Students will identify definitions, axioms and theorems, explain the necessity for them and give examples of them.

MA-HS-3.4.2

Students will recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true.

*MA-HS-3.4.3*

*Students will be able to perform constructions such as a line parallel to a given line through a point not on the line, the perpendicular bisector of a line segment and the bisector of an angle.*



<p><b>Data Analysis and Probability</b>  High school students extend data representations, interpretations and conclusions. They describe data distributions in multiple ways and connect data gathering issues with data interpretation issues. They relate curve of best fit with two-variable data and determine line of best fit for a given set of data. They distinguish between combinations and permutations and compare and contrast theoretical and experimental probability.</p>	
<p><b>High School</b></p>	
<p><b>Data Representations</b></p>	
<p><b>MA-HS-4.1.1</b>  Students will analyze and make inferences from a set of data with no more than two variables, and will analyze problems for the use and misuse of data representations.</p>	<p><b>DOK 3</b></p>
<p><b>MA-HS-4.1.2</b>  Students will construct data displays for data with no more than two variables.</p>	<p><b>DOK 2</b></p>
<p><i>MA-HS-4.1.3</i>  Students will represent real-world data using matrices and will use matrix addition, subtraction, multiplication (with matrices no larger than 2x2) and scalar multiplication to solve real-world problems.</p>	
<p><b>Characteristics of Data Sets</b></p>	
<p><b>MA-HS-4.2.1</b>  Students will describe and compare data distributions and make inferences from the data based on the shapes of graphs, measures of center (mean, median, mode) and measures of spread (range, standard deviation).</p>	<p><b>DOK 2</b></p>
<p><i>MA-HS-4.2.2</i>  Students will know the characteristics of the Gaussian normal distribution (bell-shaped curve).</p>	
<p><b>MA-HS-4.2.3</b>  Students will:</p> <ul style="list-style-type: none"> <li>• identify an appropriate curve of best fit (linear, quadratic, exponential) for a set of two-variable data;</li> <li>• determine a line of best fit equation for a set of linear two-variable data and</li> <li>• apply a line of best fit to make predictions within and beyond a given set of two-variable data.</li> </ul>	<p><b>DOK 3</b></p>

<p>MA-<i>HS-4.2.4</i> Students will recognize when arguments based on data confuse correlation and causation.</p>
<p><b>Experiments and Samples</b></p>
<p><b>MA-<i>HS-4.3.1</i></b> <b>Students will recognize potential for bias resulting from the misuse of sampling methods (e.g., non-random sampling, polling only a specific group of people, using limited or extremely small sample sizes) and explain why these samples can lead to inaccurate inferences.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p>MA-<i>HS-4.3.2</i> Students will design simple experiments or investigations to collect data to answer questions of interest.</p>
<p>MA-<i>HS-4.3.3</i> Students will explain the differences between randomized experiments and observational studies.</p>
<p><b>Probability</b></p>
<p><b>MA-<i>HS-4.4.1</i></b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>determine theoretical and experimental (from given data) probabilities;</b></li> <li>• <b>make predictions and draw inferences from probabilities;</b></li> <li>• <b>compare theoretical and experimental probabilities and</b></li> <li>• <b>determine probabilities involving replacement and non-replacement.</b></li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>
<p>MA-<i>HS-4.4.2</i> <i>Students will recognize and identify the differences between combinations and permutations and use them to count discrete quantities.</i></p>
<p>MA-<i>HS-4.4.3</i> <i>Students will represent probabilities in multiple ways, such as fractions, decimals, percentages and geometric area models.</i></p>
<p>MA-<i>HS-4.4.4</i> Students will explain how the law of large numbers can be applied in simple examples.</p>

<p><b>Algebraic Thinking</b> High school students extend analysis and use of functions and focus on linear, quadratic, absolute value and exponential functions. They explore parametric changes on graphs of functions. They use rules and properties to simplify algebraic expressions. They combine simple rational expressions and combine simple polynomial expressions. They factor polynomial expressions and quadratics of the form <math>1x^2 + bx + c</math>.</p>
<b>High School</b>
<b>Patterns, Relations and Functions</b>
<p><b>MA-HS-5.1.1</b> <b>Students will identify multiple representations (tables, graphs, equations) of functions (linear, quadratic, absolute value, exponential) in real-world or mathematical problems.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>MA-HS-5.1.2</i> <i>Students will identify, relate and apply representations (graphs, equations, tables) of a piecewise function (such as long distance telephone rates) from mathematical or real-world information.</i></p>
<p><i>MA-HS-5.1.3</i> <i>Students will demonstrate how equations and graphs are models of the relationship between two real-world quantities (e.g., the relationship between degrees Celsius and degrees Fahrenheit).</i></p>
<p><b>MA-HS-5.1.4</b> Students will recognize and solve problems that can be modeled using an exponential function, such as compound interest problems.</p>
<p><b>MA-HS-5.1.5</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>determine if a relation is a function;</b></li> <li>• <b>determine the domain and range of a function (linear and quadratic);</b></li> <li>• <b>determine the slope and intercepts of a linear function;</b></li> <li>• <b>determine the maximum, minimum, and intercepts (roots/zeros) of a quadratic function and</b></li> <li>• <b>evaluate a function written in function notation for a specified rational number.</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>MA-HS-5.1.6</i> <i>Students will find the domain and range for absolute value functions.</i></p>

<p><i>MA-HS-5.1.7</i> Students will apply and use direct and inverse variation to solve real-world and mathematical problems.</p>	
<p><b>MA-HS-5.1.8</b> Students will identify the changes and explain how changes in parameters affect graphs of functions (linear, quadratic, absolute value, exponential) (e.g., compare <math>y = x^2</math>, <math>y = 2x^2</math>, <math>y = (x-4)^2</math>, and <math>y = x^2+3</math>).</p>	<b>DOK 2</b>
<b>Variables, Expressions, and Operations</b>	
<p><b>MA-HS-5.2.1</b> Students will apply order of operations, real number properties (identity, inverse, commutative, associative, distributive, closure) and rules of exponents (integer) to simplify algebraic expressions.</p>	<b>DOK 1</b>
<p><i>MA-HS-5.2.2</i> Students will evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables.</p>	
<p><b>MA-HS-5.2.3</b> Students will:</p> <ul style="list-style-type: none"> <li>• add, subtract and multiply polynomial expressions;</li> <li>• factor polynomial expressions using the greatest common monomial factor and</li> <li>• factor quadratic polynomials of the form <math>ax^2 + bx + c</math>, when <math>a = 1</math> and <math>b</math> and <math>c</math> are integers.</li> </ul>	<b>DOK 2</b>
<p><i>MA-HS-5.2.4</i> Students will factor quadratic polynomials, such as perfect square trinomials and quadratic polynomials of the form <math>ax^2 + bx + c</math> when <math>a \neq 1</math> and <math>b</math> and <math>c</math> are integers.</p>	
<p><b>MA-HS-5.2.5</b> Students will add, subtract, multiply and divide simple rational expressions with monomial first-degree denominators and integer numerators (e.g., <math>\frac{3}{5x} + \frac{4}{3y}</math>; <math>\frac{9}{2a} - \frac{-7}{4b}</math>; <math>\frac{3}{-5x} \times \frac{-4}{7y}</math>; <math>\frac{5}{2c} \div \frac{9}{-11d}</math>), and will express the results in simplified form.</p>	<b>DOK 1</b>

<b>Equations and Inequalities</b>	
<b>MA-HS-5.3.1</b> Students will model, solve and graph first degree, single variable equations and inequalities, including absolute value, based in real-world and mathematical problems and graph the solutions on a number line.	<b>DOK 2</b>
<i>MA-HS-5.3.2</i> <i>Students will solve for a specified variable in a multivariable equation.</i>	
<b>MA-HS-5.3.3</b> Students will model, solve and graph first degree, two-variable equations and inequalities in real-world and mathematical problems.	<b>DOK 2</b>
<b>MA-HS-5.3.4</b> Students will model, solve and graph systems of two linear equations in real-world and mathematical problems.	<b>DOK 3</b>
<i>MA-HS-5.3.5</i> <i>Students will write, graph, and solve systems of two linear inequalities based on real-world or mathematical problems and interpret the solution.</i>	
<b>MA-HS-5.3.6</b> Students will model, solve and graph quadratic equations in real-world and mathematical problems.	<b>DOK 2</b>

# **Core Content for Practical Living/Vocational Studies**

**Version 4.1  
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Kentucky Department of Education

## Introduction

### Core Content for Practical Living/Vocational Studies Assessment

#### What is the Core Content for Practical Living/Vocational Studies Assessment?

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Practical Living/Vocational Studies Assessment Version 4.1* represents the health, physical education, consumerism and vocational Studies content from Kentucky's Academic Expectations and *Program of Studies* that are essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Practical Living/Vocational Studies Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) beginning in 2007.

The *Core Content for Practical Living/Vocational Studies Assessment* is not intended to represent the comprehensive local curriculum for health, physical education, consumerism and vocational studies assessment and instruction. It is also not the comprehensive *Program of Studies for Health and Physical Education*, which specifies the minimum content for high school graduation and the primary, intermediate and middle level programs leading to these requirements.

#### Kentucky's Academic Expectations for Practical Living and Vocational Studies

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 2:** *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies and vocational studies to what they will encounter throughout their lives.*

#### Practical Living

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|---|---|
| 2.29 Students demonstrate skills that promote individual well-being and healthy family relationships. | 2.33 Students demonstrate the skills to evaluate and use services and resources available in their community. |
| 2.30 Students evaluate consumer products and services and make effective consumer decisions.          | 2.34 Students perform physical movement skills effectively in a variety of settings.                          |

- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

Vocational Studies

- 2.36 Students use strategies for choosing and preparing for a career.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

**How is the Core Content for the Practical Living/Vocational Studies Assessment organized?**

The *Practical Living and Vocational Studies Core Content for Assessment Version 4.1* is organized by grade levels (end of primary-3rd, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the 3.0 Version, which was organized in grade spans. This version of the *Core Content for Practical Living and Vocational Studies Assessment* includes 'off year' content standards as well as content for the assessed grades (four, seven, and ten).

The Core Content for Practical Living and Vocational Studies is organized into four subdomains: health education, physical education, consumerism, and vocational studies. These subdomains are further defined within the *Core Content for Assessment*. Instruction supports student growth, development, and achievement in these four areas. The Health and Physical Education subdomains address the knowledge necessary for students to develop and maintain behaviors that enhance physical, social, mental and emotional well being throughout one's lifetime. Consumerism and Vocational Studies address the knowledge and skills necessary to make appropriate consumer decisions in dealing with authentic life issues and making the transition from high school to post secondary education or the workplace. The content is structured using organizers beginning with primary through high school.



### SUBDOMAINS with related ORGANIZERS

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
<b>Health Education</b>	Personal Wellness Nutrition Safety	<b>Physical Education</b>	Psychomotor Skills Lifetime Physical Wellness
<b>Consumerism</b>	Consumer Decisions Financial Literacy	<b>Vocational Studies</b>	Career Awareness, Exploration and Planning Employability Skills Communication/Technology

The format on the following pages shows how concepts introduced in the primary years progress in difficulty and complexity through high school. The content standards are aligned to show this progression; however, specific content is not always included at the elementary level because some topics are not appropriate for assessment at that level.

While assessment of certain content may not be appropriate at the elementary level, an awareness of the concepts should be developed as a foundation for the middle level. During the middle grades, content should lead to more application and investigation for the world of work. At the high school, more practical, direct relationships to the world or work and life should be present.

The Core Content for Assessment includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items within the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Practical Living and Vocational Studies Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

### **What do the codes for the *Core Content for the Practical Living/Vocational Studies Assessment* mean?**

Each content standard is preceded by a code. The code begins with PL for practical living/vocational studies and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer and sequential standard, respectively. The codes used are listed below.

<u>Grade Level Codes</u>	<u>Subdomain</u>	<u>Organizer</u>
EP = end of primary	1 = Health Education	1 = Personal Wellness
04 = fourth grade		2 = Nutrition
05 = fifth grade		3 = Safety
06 = sixth grade	2 = Physical Education	1 = Psychomotor Skills
07 = seventh grade		2 = Lifetime Physical Wellness
08 = eighth grade	3 = Consumerism	1 = Consumer Decisions
HS = high school		2 = Financial Literacy
	4 = Vocational Studies	1 = Career Awareness, Exploration and Planning
		2 = Employability Skills
		3 = Communication/Technology

The numeric codes represent the domain, grade level, subdomain, organizer and standard for each content standard. For Example, PL-04-1.3.2 would stand for the second standard in the third organizer of the first subdomain for fourth grade.

PL-04.1.3.2

PL Practical Living (Domain)

04 Fourth Grade (Grade Level)

1 Health Education (Subdomain)

3 Safety (Organizer)

2 Standard number (Standard)

<b>Health Education</b>		
Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Health literacy includes an understanding of how the body functions as well as behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Personal Wellness</b>		
<b>PL-EP-1.1.1</b> <b>Students will identify effective social interaction skills (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior.</b> <b>DOK 1</b>	<b>PL-04-1.1.1</b> <b>Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior.</b> <b>DOK 2</b>	<b>PL-05-1.1.1</b> <b>Students will describe effective social interaction skills (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions and making friends) that promote responsible and respectful behavior.</b> <b>DOK 2</b>
<b>PL-EP-1.1.2</b> <b>Students will identify strategies for stress management, problem solving, conflict resolution and communication (e.g., self-control, work and play collaboration, caring, reconciling, asking for help, active listening).</b> <b>DOK 1</b>	<b>PL-04-1.1.2</b> <b>Students will describe strategies for stress management, problem solving, conflict resolution and communication (e.g., self-esteem, self-control, empathy, asking for help, forgiveness/reconciliation, how to apologize, active listening, anger management, standing up for one's rights).</b> <b>DOK 2</b>	<b>PL-05-1.1.2</b> <b>Students will recommend effective strategies for responding to stress, conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one's rights, anger management, problem-solving, refusal skills, verbal/nonverbal communication).</b> <b>DOK 2</b>
<i>PL-EP-1.1.3</i> <i>Students will identify ways that growth and development are unique to each person.</i>	<i>PL-04-1.1.3</i> <i>Students will describe how physical, social and emotional changes occur during preadolescence.</i>	<i>PL-05-1.1.3</i> <i>Students will describe how physical, social and emotional changes occur during preadolescence.</i>
<i>PL-EP-1.1.4</i> <i>Begins in 6<sup>th</sup> Grade</i>	<i>PL-04-1.1.4</i> <i>Begins in 6<sup>th</sup> Grade</i>	<i>PL-05-1.1.4</i> <i>Begins in 6<sup>th</sup> Grade</i>

<i>PL-EP- 1.1.5</i> <i>Begins in 6<sup>th</sup> Grade</i>	<i>PL- 04-1.1.5</i> <i>Begins in 6<sup>th</sup> Grade</i>	<i>PL-05-1.1.5</i> <i>Begins in 6<sup>th</sup> Grade</i>
<b>PL-EP-1.1.6</b> Students will describe how an individual's behavior and choices of diet, exercise and rest affect the body. <b>DOK 1</b>	<b>PL-04-1.1.6</b> Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive). <b>DOK 2</b>	<b>PL-05-1.1.6</b> Students will describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive). <b>DOK 2</b>
<b>PL-EP-1.1.7</b> Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases. <b>DOK 1</b>	<b>PL-04-1.1.7</b> Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. <b>DOK 2</b>	<b>PL-05-1.1.7</b> Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. <b>DOK 2</b>
<b>PL-EP-1.1.8</b> Students will identify behavior choices (tobacco, alcohol) that result in negative consequences. <b>DOK 1</b>	<b>PL-04-1.1.8</b> Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences. <b>DOK 1</b>	<b>PL-05-1.1.8</b> Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use). <b>DOK 2</b>
<b>PL-EP-1.1.9</b> Students will describe social (e.g., getting along with others, serving as team members) and emotional (e.g., expressing feelings, self-concept) health. <b>DOK 1</b>	<b>PL-04-1.1.9</b> Students will describe symptoms of common social and emotional problems (aggression, anxiety, depression). <b>DOK 2</b>	<b>PL-05-1.1.9</b> Students will explain the importance of social and emotional health and the symptoms of common social and emotional problems (aggression, anxiety, depression). <b>DOK 2</b>

	<i>PL-04-1.1.10</i> <i>Begins in 6<sup>th</sup> Grade</i>	<i>PL-05-1.1.10</i> <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).</i>
	<b>PL-04-1.1.11</b> <b>Students will identify self-management and coping strategies (goal setting, decision making and time management).</b> <b>DOK 1</b>	<b>PL-05-1.1.11</b> <b>Students will recommend self-management and coping strategies (goal setting, decision making and time management) for maintaining mental and emotional health.</b> <b>DOK 2.</b>
<b>Nutrition</b>		
<i>PL-EP-1.2.1</i> <i>Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.</i>	<i>PL-04-1.2.1</i> <i>Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.</i>	<i>PL-05-1.2.1</i> <i>Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).</i>
<b>PL-EP-1.2.2</b> <b>Students will describe the overall purpose of the <i>Dietary Guidelines for Americans</i>.</b> <b>DOK 1</b>	<b>PL-04-1.2.2</b> <b>Students will describe key recommendations made in the <i>Dietary Guidelines for Americans</i> (<i>weight management, physical activity, food groups to encourage</i>) and the overall purpose of these guidelines.</b> <b>DOK 2</b>	<b>PL-05-1.2.2</b> <b>Students will explain key recommendations made in the <i>Dietary Guidelines for Americans</i> (<i>weight management, physical activity, food groups to encourage</i>) and the overall purpose of these guidelines.</b> <b>DOK 2</b>

<b>Safety</b>		
<i>PL-EP-1.3.1</i> <i>Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home and play.</i>	<i>PL-04-1.3.1</i> <i>Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school and play.</i>	<i>PL-05-1.3.1</i> <i>Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school and play.</i>
<b>PL-EP-1.3.2</b> <b>Students will identify proper procedures to access emergency assistance (calling 911).</b> <b>DOK 1</b>	<b>PL-04-1.3.2</b> <b>Students will identify proper procedures (calling 911, Heimlich maneuver, stop, drop &amp; roll, apply pressure) for dealing with emergency situations (choking, bleeding, burns).</b> <b>DOK 1</b>	<b>PL-05-1.3.2</b> <b>Students will identify proper procedures (e.g., calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones).</b> <b>DOK 1</b>

**Physical Education**

Addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.

**Psychomotor Skills**

*PL-EP-2.1.1*

*Students will apply fundamental motor skills:*

*Locomotor:*

- *Walking*
- *Running*
- *Skipping*
- *Hopping*
- *Galloping*
- *Sliding*
- *Leaping*
- *Jumping*

*Nonlocomotor:*

- *Turning*
- *Twisting*
- *Bending*
- *Stretching*
- *Swinging*
- *Swaying*
- *Balancing*

*Fundamental manipulative skills:*

- *Hitting*
- *Kicking*
- *Throwing*
- *Catching*
- *Striking*
- *Dribbling*

*PL-04-2.1.1*

*Students will apply fundamental motor skills:*

*Locomotor:*

- *Walking*
- *Running*
- *Skipping*
- *Hopping*
- *Galloping*
- *Sliding*
- *Leaping*
- *Jumping*

*Nonlocomotor:*

- *Turning*
- *Twisting*
- *Bending*
- *Stretching*
- *Swinging*
- *Swaying*
- *Balancing*

*Fundamental manipulative skills:*

- *Hitting*
- *Kicking*
- *Throwing*
- *Catching*
- *Striking*
- *Dribbling*

*PL-05-2.1.1*

*Students will apply fundamental motor skills:*

*Locomotor:*

- *Walking*
- *Running*
- *Skipping*
- *Hopping*
- *Galloping*
- *Sliding*
- *Leaping*
- *Jumping*

*Nonlocomotor:*

- *Turning*
- *Twisting*
- *Bending*
- *Stretching*
- *Swinging*
- *Swaying*
- *Balancing*

*Fundamental manipulative skills:*

- *Hitting*
- *Kicking*
- *Throwing*
- *Catching*
- *Striking*
- *Dribbling*



<p><i>PL-EP-2.1.2</i>  <i>Students will identify the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - what the body is doing</i></li> <li>• <i>Space awareness - where the body moves</i></li> <li>• <i>Time - how quickly the body moves</i></li> <li>• <i>Effort - how the body moves</i></li> <li>• <i>Relationship - relationships that occur while the body moves</i></li> </ul>	<p><i>PL-04-2.1.2</i>  <i>Students will explain the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - what the body is doing</i></li> <li>• <i>Space awareness - where the body moves</i></li> <li>• <i>Time - how quickly the body moves</i></li> <li>• <i>Effort - how the body moves</i></li> <li>• <i>Relationship - relationships that occur while the body moves</i></li> </ul>	<p><i>PL-05-2.1.2</i>  <i>Students will apply fundamental movement concepts:</i></p> <ul style="list-style-type: none"> <li>• <i>Body awareness - What the body is doing</i></li> <li>• <i>Space awareness - Where the body moves</i></li> <li>• <i>Time - How quickly the body moves</i></li> <li>• <i>Effort - How the body moves</i></li> <li>• <i>Relationship - Relationships that occur while the body moves</i></li> </ul>
<p><b>Lifetime Physical Wellness</b></p>		
<p><b>PL-EP-2.2.1</b>  <b>Students will identify physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements)</b></li> <li>• <b>social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-04-2.2.1</b>  <b>Students will describe physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)</b></li> <li>• <b>social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-05-2.2.1</b>  <b>Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)</b></li> <li>• <b>social benefits: (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression)</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-EP-2.2.2</i>  <i>Students will explain the importance of practice for improving performance in games and sports.</i></p>	<p><i>PL-04-2.2.2</i>  <i>Students will explain the importance of practice for improving performance in games and sports.</i></p>	<p><i>PL-05-2.2.2</i>  <i>Students will explain the importance of practice for improving performance in games and sports.</i></p>

<p><b>PL-EP-2.2.3</b>  <b>Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b>  <b>DOK 1</b></p>	<p><b>PL-04-2.2.3</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b>  <b>DOK 1</b></p>	<p><b>PL-05-2.2.3</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b>  <b>DOK 1</b></p>
<p><i>PL-EP-2.2.4</i>  <i>Students will identify basic rules for participating in simple games and activities needed to make games fair.</i></p>	<p><i>PL-04-2.2.4</i>  <i>Students will explain basic rules for participating in simple games and activities needed to make games fair.</i></p>	<p><i>PL-05-2.2.4</i>  <i>Students will explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable.</i></p>
<p><i>PL-EP-2.2.5</i>  <i>Students will identify rules of play and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</i></p>	<p><i>PL-04-2.2.5</i>  <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i></p>	<p><i>PL-05-2.2.5</i>  <i>Students will explain how rules of play and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i></p>

<p><b>Consumerism</b>  Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.</p>		
<p><b>Consumer Decisions</b></p>		
<p><i>PL-EP-3.1.1</i>  Students will identify the difference between wants and needs as it relates to consumer decisions.</p>	<p><i>PL-04-3.1.1</i>  Students will explain the difference between wants and needs as it relates to consumer decisions.</p>	<p><i>PL-05-3.1.1</i>  Students will explain the difference between wants and needs as it relates to consumer decisions.</p>
<p><b>PL-EP-3.1.2</b>  Students will identify major factors (price, quality, features) to consider when making consumer decisions.  DOK 1</p>	<p><b>PL-04-3.1.2</b>  Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.  DOK 2</p>	<p><b>PL-05-3.1.2</b>  Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.  DOK 2</p>
<p><b>PL-EP-3.1.3</b>  Students will identify ways consumer's buying practices are influenced by peer pressure.  DOK 1</p>	<p><b>PL-04-3.1.3</b>  Students will explain ways consumer's buying practices are influenced by peer pressure and desire for status.  DOK 2</p>	<p><b>PL-05-3.1.3</b>  Students will identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement, testimonial).  DOK 2</p>
<p><b>PL-EP-3.1.4</b>  Students will identify consumer actions (reusing, reducing, recycling) that impact the environment.  DOK 1</p>	<p><b>PL-04-3.1.4</b>  Students will identify and describe consumer actions (reusing, reducing, recycling) that impact the environment.  DOK 2</p>	<p><b>PL-05-3.1.4</b>  Students will describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).  DOK 2</p>

<p><i>PL-EP-3.1.5</i>  <i>Students will identify the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i></li> </ul>	<p><i>PL-04-3.1.5</i>  <i>Students will identify and explain the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i></li> </ul>	<p><i>PL-05-3.1.5</i>  <i>Students will identify and describe the available health and safety agencies in a community that provide services:</i></p> <ul style="list-style-type: none"> <li>• <i>Health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Sanitation</i></li> <li>• <i>Police</i></li> <li>• <i>Ambulance services</i></li> </ul>
<p><b>Financial Literacy</b></p>		
<p><b>PL-EP-3.2.1</b>  <b>Students will describe different ways to save money (e.g., piggy bank, local bank, savings bonds).</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-04-3.2.1</b>  <b>Students will explain the purpose of a budget and define the basic components (income, expenses, savings).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-05-3.2.1</b>  <b>Students will describe various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds) and develop a simple savings plan that would achieve a specific goal.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

<p><b>Vocational Studies</b>  Awareness of careers starts in the primary grades and progresses at the middle level to more specific exploration of careers. The total experience through high school allows students to determine a career path that matches their interests, aptitude and abilities, while providing strategies to prepare for a career. The basic skills, knowledge and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student's educational experience.</p>		
<p><b>Career Awareness, Exploration and Planning</b></p>		
<p><i>PL-EP-4.1.1</i>  Students will identify reasons why people work (food, clothing, shelter).</p>	<p><i>PL-04-4.1.1</i>  Students will explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (food, clothing, shelter).</p>	<p><i>PL-05-4.1.1</i>  Students will identify and explain why people need to work (e.g., to earn money, to work with other people) to meet basic needs (food, clothing, shelter) and to provide self-satisfaction and enjoyment.</p>
<p><i>PL-EP-4.1.2</i>  Students will identify jobs (e.g., teacher, police officer) relating to Kentucky's Career Clusters and describe these jobs/careers.</p>	<p><i>PL-04-4.1.2</i>  Students will identify jobs (e.g., farmer, nurse, truck driver) relating to Kentucky's Career Clusters and describe these jobs/careers.</p>	<p><i>PL-05-4.1.2</i>  Students will identify jobs (e.g., art/music teacher, carpenter, factory worker, engineer) relating to Kentucky's Career Clusters and describe these jobs/careers.</p>
<p><b>PL-EP-4.1.3</b>  Students will identify how academic classes (e.g., reading and writing) relate to various jobs.  DOK 1</p>	<p><b>PL-04-4.1.3</b>  Students will describe how academic classes (e.g., reading and writing) relate to various jobs/careers.  DOK 1</p>	<p><b>PL-05-4.1.3</b>  Students will identify a range of academic skills acquired in school (e.g., mathematics, reading, writing) and explain their importance in the workplace.  DOK 2</p>
		<p><b>PL-05-4.1.4</b>  Students will describe how knowing one's own interests and abilities is helpful when selecting and preparing for a career path.  DOK 2</p>

		<p><i>PL-05-4.1.5</i>  <i>Students will identify resources (e.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information.</i></p>
		<p><i>PL-05-4.1.6</i>  <i>Students will identify information that is important to include in the Individual Learning Plan (ILP):</i></p> <ul style="list-style-type: none"> <li>• <i>Club/organizations</i></li> <li>• <i>Recognition/honors</i></li> <li>• <i>Interest/hobbies</i></li> </ul>
<b>Employability Skills</b>		
<p><b>PL-EP-4.2.1</b>  <b>Students will identify how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-04-4.2.1</b>  <b>Students will describe how personal responsibility and good work habits (e.g., attendance, work done on time, follow directions) are important at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-05-4.2.1</b>  <b>Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-EP-4.2.2</b>  <b>Students will describe team skills (e.g., cooperation, communication) used to complete tasks more efficiently at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-04-4.2.2</b>  <b>Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-05-4.2.2</b>  <b>Students will describe team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks more efficiently at home, school and work.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Communication/Technology</b>		
<p><b>PL-EP-4.3.1</b>  <b>Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-04-4.3.1</b>  <b>Students will explain how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools and jobs.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-05-4.3.1</b>  <b>Students will explain the purposes of technology tools (e.g., computer programs, Internet, email, cell phones) and how these impact productivity in homes, schools and jobs.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Health Education</b>		
Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Health literacy includes an understanding of how the body functions as well as behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Personal Wellness</b>		
<b>PL-06-1.1.1</b> <b>Students will describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</b> <b>DOK 2</b>	<b>PL-07-1.1.1</b> <b>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</b> <b>DOK 2</b>	<b>PL-08-1.1.1</b> <b>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).</b> <b>DOK 2</b>
<b>PL-06-1.1.2</b> <b>Students will recommend effective strategies (e.g., communication, problem solving, decision-making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying.</b> <b>DOK 2</b>	<b>PL-07-1.1.2</b> <b>Students will recommend and justify effective strategies (e.g., communication, problem solving, decision-making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying.</b> <b>DOK 2</b>	<b>PL-08-1.1.2</b> <b>Students will recommend and justify effective strategies (e.g., communication, problem solving, decision-making, refusal skills, anger management, conflict resolution, relaxation techniques, time management) for responding to stress, conflict, peer pressure and bullying.</b> <b>DOK 2</b>
<i>PL-06-1.1.3</i> <i>Students will identify the physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</i>	<i>PL-07-1.1.3</i> <i>Students will describe physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</i>	<i>PL-08-1.1.3</i> <i>Students will explain how physical, social and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) occur during adolescence.</i>



<i>PL-06-1.1.4</i> <i>Students will explain basic structures and function of the reproductive system.</i>	<i>PL-07-1.1.4</i> <i>Students will explain basic structures and function of the reproductive system as it relates to the human life cycle.</i>	<i>PL-08-1.1.4</i> <i>Students will explain basic structures and function of the reproductive system and its impact on an individual's well being.</i>
<i>PL-06-1.1.5</i> <i>Students will identify abstinence as the only sure means of preventing pregnancy.</i>	<i>PL-07-1.1.5</i> <i>Students will identify the benefits (e.g., preventing pregnancy, preventing STDs, maintaining self-esteem) of abstaining from sexual activity.</i>	<i>PL-08-1.1.5</i> <i>Students will identify the risks (e.g., STD's unwanted pregnancies, HIV/AIDS) to being sexually active and strategies for delaying sexual activity (e.g., using refusal skills, talking with parents, doctors, counselors).</i>
<b>PL-06-1.1.6</b> <b>Students will describe how individual behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive).</b> <b>DOK 2</b>	<b>PL-07-1.1.6</b> <b>Students will describe how individual behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, nervous, digestive).</b> <b>DOK 2</b>	<b>PL-08-1.1.6</b> <b>Students will explain how individual behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, nervous, digestive).</b> <b>DOK 2</b>
<b>PL-06-1.1.7</b> <b>Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</b> <b>DOK 2</b>	<b>PL-07-1.1.7</b> <b>Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</b> <b>DOK 2</b>	<b>PL-08-1.1.7</b> <b>Students will explain symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema).</b> <b>DOK 3</b>

<p><b>PL-06-1.1.8</b> Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-1.1.8</b> Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-1.1.8</b> Students will explain risks associated with unhealthy habits and behaviors (e.g., substance use/abuse of tobacco, alcohol, inhalants, illegal drugs, prescription drugs, dietary habits/eating disorders, irregular exercise habits, sexual activity).</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-06-1.1.9</b> Students will explain causes, symptoms and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental and emotional problems (e.g., depression, anxiety, eating disorders).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-1.1.9</b> Students will explain causes, symptoms and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental and emotional problems (e.g., depression, anxiety, eating disorders).</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-1.1.9</b> Students will explain causes, symptoms and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative) mental and emotional problems (e.g., depression, anxiety, eating disorders).</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-06-1.1.10</i> <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).</i></p>	<p><i>PL-07-1.1.10</i> <i>Students will describe resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).</i></p>	<p><i>PL-08-1.1.10</i> <i>Students will describe resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).</i></p>
<p><b>PL.06.1.1.11</b> Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-1.1.11</b> Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-1.1. 11</b> Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, and decision-making) for maintaining mental and emotional health.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Nutrition</b>		
<i>PL-06-1.2.1</i> <i>Students will describe how foods containing nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</i>	<i>PL-07-1.2.1</i> <i>Students will explain how nutrients (protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</i>	<i>PL-08-1.2.1</i> <i>Students will explain how nutrients (protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</i>
<b>PL-06-1.2.2</b> <b>Students will explain the importance of key recommendations for good health made in the <i>Dietary Guidelines for Americans</i>.</b> <b>DOK 2</b>	<b>PL-07-1.2.2</b> <b>Students will describe key recommendations made in the <i>Dietary Guidelines for Americans</i> and explain how these recommendations contribute to good health.</b> <b>DOK 2</b>	<b>PL-08-1.2.2</b> <b>Students will explain why key recommendations made in the <i>Dietary Guidelines for Americans</i> contribute to good health.</b> <b>DOK 2</b>
<b>Safety</b>		
<i>PL-06-1.3.1</i> <i>Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles or potentially unsafe or threatening situations) encountered by adolescents.</i>	<i>PL-07-1.3.1</i> <i>Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</i>	<i>PL-08-1.3.1</i> <i>Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</i>
<b>PL-06-1.3.2</b> <b>Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding).</b> <b>DOK 1</b>	<b>PL-07-1.3.2</b> <b>Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding).</b> <b>DOK 2</b>	<b>PL-08-1.3.2</b> <b>Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives.</b> <b>DOK 3</b>

<p><b>Physical Education</b>                  Addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.</p>		
<p><b>Psychomotor Skills</b></p>		
<p><i>PL-06-2.1.1</i>                  Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</p> <ul style="list-style-type: none"> <li>• locomotor - moving from one place to another (e.g., running, skipping, hopping)</li> <li>• nonlocomotor – stationary (e.g., bending, stretching, twisting) movements</li> </ul>	<p><i>PL-07-2.1.1</i>                  Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</p> <ul style="list-style-type: none"> <li>• locomotor - moving from one place to another (e.g., running, skipping, hopping)</li> <li>• nonlocomotor - stationary (e.g., bending, stretching, twisting) movements</li> </ul>	<p><i>PL-08-2.1.1</i>                  Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</p> <ul style="list-style-type: none"> <li>• locomotor - moving from one place to another (e.g., running, skipping, hopping)</li> <li>• nonlocomotor – stationary (e.g., bending, stretching, twisting) movements</li> </ul>
<p><i>PL-06-2.1.2</i>                  Students will identify principles of motor skill refinements (e.g., accuracy, technique, movement) that are necessary for skill development.</p>	<p><i>PL-07-2.1.2</i>                  Students will interpret the role that principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development.</p>	<p><i>PL-08-2.1.2</i>                  Students will analyze the principles of motor skill refinements (e.g., accuracy, technique, movement).</p>

<b>Lifetime Physical Wellness</b>		
<p><b>PL-06-2.2.1</b>  <b>Students will describe the physical, emotional/mental and social benefits gained from regular participation in leisure/recreational, or competitive physical activities:</b></p> <ul style="list-style-type: none"> <li>• physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction body composition, decreased resting heart rate, reduced cholesterol levels)</li> <li>• social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction)</li> <li>• emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression).</li> </ul> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-07-2.2.1</b>  <b>Students will describe the physical, emotional/mental and social benefits gained from regular participation in leisure/recreational, or competitive physical activities:</b></p> <ul style="list-style-type: none"> <li>• physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels)</li> <li>• social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction)</li> <li>• emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression).</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-2.2.1</b>  <b>Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational, or competitive physical activities:</b></p> <ul style="list-style-type: none"> <li>• physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels)</li> <li>• social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction)</li> <li>• emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression).</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-06-2.2.2</i>  <i>Students will identify and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.</i></p>	<p><i>PL-07-2.2.2</i>  <i>Students will access and describe techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) are used for improving performance in games and sports.</i></p>	<p><i>PL-08-2.2.2</i>  <i>Students will recommend and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports.</i></p>

<p><b>PL-06-2.2.3</b>  <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time).</b></p> <p style="text-align: right;"><b>DOK 1</b></p>	<p><b>PL-07-2.2.3</b>  <b>Students will explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-2.2.3</b>  <b>Students will explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-06-2.2.4</i>  <i>Students will identify offensive and defensive strategies in games and sports.</i></p>	<p><i>PL-07-2.2.4</i>  <i>Students will describe how offensive and defensive strategies are used in games and sports.</i></p>	<p><i>PL-08-2.2.4</i>  <i>Students will describe how offensive and defensive strategies in games and sports make them interesting and enjoyable.</i></p>
<p><i>PL-06-2.2.5</i>  <i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p>	<p><i>PL-07-2.2.5</i>  <i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports.</i></p>	<p><i>PL-08-2.2.5</i>  <i>Students will analyze the value of rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games and sports.</i></p>

<p><b>Consumerism</b>  Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.</p>		
<p><b>Consumer Decisions</b></p>		
<p><i>PL-06-3.1.1</i>  <i>Students will identify how wants and needs influence consumer decisions.</i></p>	<p><i>PL-07-3.1.1</i>  <i>Students will describe how wants and needs influence consumer decisions.</i></p>	<p><i>PL-08-3.1.1</i>  <i>Students will explain and give examples of wants and needs that influence consumer decisions.</i></p>
<p><b>PL-06-3.1.2</b>  <b>Students will describe factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.</b>  <b>DOK 2</b></p>	<p><b>PL-07-3.1.2</b>  <b>Students will describe factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.</b>  <b>DOK 3</b></p>	<p><b>PL-08-3.1.2</b>  <b>Students will explain factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors.</b>  <b>DOK 3</b></p>
<p><b>PL-06-3.1.3</b>  <b>Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.</b>  <b>DOK 2</b></p>	<p><b>PL-07-3.1.3</b>  <b>Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.</b>  <b>DOK 2</b></p>	<p><b>PL-08-3.1.3</b>  <b>Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, emotional appeal, free gifts/rewards) and explain why they are influential.</b>  <b>DOK 2</b></p>
<p><b>PL-06-3.1.4</b>  <b>Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</b>  <b>DOK 2</b></p>	<p><b>PL-07-3.1.4</b>  <b>Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</b>  <b>DOK 2</b></p>	<p><b>PL-08-3.1.4</b>  <b>Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</b>  <b>DOK 2</b></p>

<p><i>PL-06-3.1.5</i>  <i>Students will identify and describe a range of resources and services provided by community agencies:</i></p> <ul style="list-style-type: none"> <li>• <i>Public health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Police department</i></li> <li>• <i>Family resource center</i></li> </ul>	<p><i>PL-07-3.1.5</i>                  Students will identify and describe resources and services provided by community agencies:</p> <ul style="list-style-type: none"> <li>• <i>Public health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Police department</i></li> <li>• <i>Family resource center</i></li> </ul>	<p><i>PL-08-3.1.5</i>  <i>Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community.</i></p> <ul style="list-style-type: none"> <li>• <i>Public health department</i></li> <li>• <i>Fire department</i></li> <li>• <i>Police department</i></li> <li>• <i>Family resource center</i></li> </ul>
<p><b>Financial Literacy</b></p>		
<p><b>PL-06-3.2.1</b>  <b>Students will identify and describe basic components of a budget (e.g., income, fixed and flexible expenses and savings) and develop a savings plan to achieve a specific goal.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-3.2.1</b>  <b>Students will identify financial management practices and the purposes of budgeting, savings, banking services (e.g., checking and saving accounts, debit/credit, certificate of deposit), general types of investments (stocks, bonds, mutual funds) and explain why these practices are important in achieving personal financial goals.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-3.2.1</b>  <b>Students will identify financial management practices and the purposes of budgeting, savings, banking services (e.g., checking and saving accounts, debit/credit, certificate of deposit), general types of investments (stocks, bonds, mutual funds) and develop a short-tem financial plan.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>



<p><b>Vocational Studies</b></p> <p>Awareness of careers start in the primary grades and progresses at the middle level to more specific exploration of careers. The total experience through high school allows students to determine a career path, which matches their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience.</p>		
<p><b>Career Awareness, Exploration and Planning</b></p>		
<p><i>PL-06-4.1.1</i>  <i>Students will identify and explain why people need to work (e.g., earn money, contribute to the community, enhance self-esteem) to meet basic needs (food clothing, shelter) and for personal satisfaction and enjoyment.</i></p>	<p><i>PL-07-4.1.1</i>  <i>Students will identify and explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment.</i></p>	<p><i>PL-08-4.1.1</i>  <i>Students will identify and summarize why people need to work (e.g., earn money, contribute to society, develop an identity as a worker, enhance self-esteem) to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment.</i></p>
<p><i>PL-06-4.1.2</i>  <i>Students will identify several job and career opportunities (e.g., sales associate, radio/television broadcaster, child care worker, parks recreation director, computer repair person) in Kentucky's Career Clusters that vary within and among community and regions.</i></p>	<p><i>PL-07-4.1.2</i>  <i>Students will identify and describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in each of Kentucky's Career Clusters (Agriculture, Arts &amp; Humanities, Business &amp; Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science &amp; Mathematics, Social Sciences, Transportation) vary within and among communities and regions.</i></p>	<p><i>PL-08-4.1.2</i>  <i>Students will identify and explain how jobs and career opportunities in each of Kentucky's Career Clusters (Agriculture, Arts &amp; Humanities, Business &amp; Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science &amp; Mathematics, Social Sciences, Transportation) vary within and among communities and regions.</i></p>

<p><b>PL-06-4.1.3</b>  <b>Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical) and explain how these skills impact job success and future career opportunities.</b>  <b>DOK 2</b></p>	<p><b>PL-07-4.1.3</b>  <b>Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities.</b>  <b>DOK 2</b></p>	<p><b>PL-08-4.1.3</b>  <b>Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities.</b>  <b>DOK 2</b></p>
<p><b>PL-06-4.1.4</b>  <b>Students will describe how informal assessments, work place visits, and guest speakers are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Learning Plan (ILP).</b>  <b>DOK 2</b></p>	<p><b>PL-07-4.1.4</b>  <b>Students will describe how a Career Interest Inventory, Learning Styles Inventory, and other formal assessments, job fairs, job shadowing, academic experiences/grades and hobbies are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Learning Plan (ILP).</b>  <b>DOK 2</b></p>	<p><b>PL-08-4.1.4</b>  <b>Students will describe how a Career Interest Inventory, Learning Styles Inventory, and other formal assessments, job fairs, job shadowing, academic experiences/grades and hobbies are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Learning Plan (ILP).</b>  <b>DOK 3</b></p>
<p><i>PL-06-4.1.5</i>  <i>Students will identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</i></p>	<p><i>PL-07-4.1.5</i>  <i>Students will describe how resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) can be used for locating job and career information.</i></p>	<p><i>PL-08-4.1.5</i>  <i>Students will explain and evaluate resources (e.g., Internet, newspapers, magazines, family members, counselors, employers) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</i></p>

<p><i>PL-06-4.1.6</i>  <i>Students will identify how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:</i></p> <ul style="list-style-type: none"> <li>• <i>Academic &amp; career assessments</i></li> <li>• <i>Career goals</i></li> <li>• <i>Four year high school plan</i></li> <li>• <i>Interest/hobbies</i></li> <li>• <i>School and community activities</i></li> <li>• <i>Work experiences</i></li> </ul>	<p><i>PL-07-4.1.6</i>  <i>Students will explain how the components of the Individual Learning Plan (ILP) can be used as a career planning tool:</i></p> <ul style="list-style-type: none"> <li>• <i>Academic &amp; career assessments</i></li> <li>• <i>Career goals</i></li> <li>• <i>Four year high school plan</i></li> <li>• <i>Interest/hobbies</i></li> <li>• <i>School and community activities</i></li> <li>• <i>Work experiences</i></li> </ul>	<p><i>PL-08-4.1.6</i>  <i>Students will explain and give examples of how the components of the Individual Learning Plan (ILP) can be used as tools in career planning:</i></p> <ul style="list-style-type: none"> <li>• <i>Academic &amp; career assessments</i></li> <li>• <i>Career goals</i></li> <li>• <i>Four year high school plan</i></li> <li>• <i>Interest/hobbies</i></li> <li>• <i>School and community activities</i></li> <li>• <i>Work experiences</i></li> </ul>
<p><i>PL-06-4.1.7</i>  <i>Students will identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP).</i></p>	<p><i>PL-07-4.1.7</i>  <i>Students will describe available postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP).</i></p>	<p><i>PL-08-4.1.7</i>  <i>Students will describe how postsecondary choices (e.g., community technical colleges, 4-year colleges, military service) impact attaining career goals that are included in the Individual Learning Plan (ILP)</i></p>
<b>Employability Skills</b>		
<p><b>PL-06-4.2.1</b>  <b>Students will identify individual work habits/ethics (e.g., respect, time management, problem solving) and explain their importance in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-4.2.1</b>  <b>Students will describe individual work habits/ethics (e.g., loyalty, problem solving, communication skills, initiative, teamwork, responsibility) and explain their importance in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-4.2.1</b>  <b>Students will describe individual work habits/ethics (e.g., following directions, problem-solving, time management, respect, self-discipline, punctuality) and explain their importance in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-06-4.2.2</b>  <b>Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving) and explain why they are important in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-07-4.2.2</b>  <b>Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>PL-08-4.2.2</b>  <b>Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they are important in the workplace.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Communication/Technology</b>		
<p><i>PL-06-4.3.1</i>  <i>Students will identify careers that are impacted by scientific and technological changes (e.g., nursing, meteorologist, radio &amp; television broadcaster, journalist).</i></p>	<p><i>PL-07-4.3.1</i>  <i>Students will explain how scientific and technological changes impact specific careers (e.g., construction worker, automotive technician, meteorologist, food service industry).</i></p>	<p><i>PL-08-4.3.1</i>  <i>Students will explain how jobs/careers (e.g., physical therapist, meteorologist, radio &amp; television broadcaster, web designer) have been created as a result of scientific and technological advancements.</i></p>
<p><b>PL-06-4.3.2</b>  <b>Students will explain the purposes of technology tools (e.g., robots, cell phones, computer techniques, scanners, personal digital assistant (PDA), laptop computers) and analyze how these impact productivity in homes, schools, and jobs.</b>  <b>DOK 3</b></p>	<p><b>PL-07-4.3.2</b>  <b>Students will explain the purposes of technology tools (e.g., word processing, data bases, spreadsheets, Internet, email, automated phone systems) and analyze how these impact productivity in homes, schools, and jobs.</b>  <b>DOK 3</b></p>	<p><b>PL-08-4.3.2</b>  <b>Students will explain the purposes of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs.</b>  <b>DOK 3</b></p>
<p><b>PL-06-4.3.3</b>  <b>Students will identify communication skills important in the classroom and the workplace:</b></p> <ul style="list-style-type: none"> <li>• letter writing</li> <li>• nonverbal communication skills (e.g., body language, facial expression, posture, dress)</li> <li>• verbal skills</li> </ul> <p><b>DOK 1</b></p>	<p><b>PL-07-4.3.3</b>  <b>Students will explain how certain communication skills are related to the workplace:</b></p> <ul style="list-style-type: none"> <li>• letter writing (business letter)</li> <li>• nonverbal communication skills (e.g., body language, personal appearance, facial expression, posture, dress)</li> <li>• verbal skills</li> <li>• interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer)</li> </ul> <p><b>DOK 2</b></p>	<p><b>PL-08-4.3.3</b>  <b>Students will identify and explain skills used to seek, obtain, maintain, and change jobs/careers:</b></p> <ul style="list-style-type: none"> <li>• Written communication (e.g., preparing résumé, writing a business letter)</li> <li>• Nonverbal communication skills (e.g., making eye contact, listening, smiling, body language, facial expression, posture, dress)</li> <li>• Verbal skills (e.g., speaking, giving responses, expressing appreciation, questioning, greeting)</li> <li>• Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer)</li> </ul> <p><b>DOK 2</b></p>

<p><b>Health Education</b>  Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles. Healthy family relationships are critical to maintaining the family unit, which historically has been considered the fabric of society. While parents are the primary source from which children learn skills to act responsibly in relationships, the community and school play supportive roles. Health literacy includes an understanding of how the body functions as well as behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health.</p>
<p><b>Personal Wellness</b></p>
<p><b>PL-HS-1.1.1</b>  <b>Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-HS-1.1.2</b>  <b>Students will apply and justify effective strategies for responding to stress, conflict, peer pressure, bullying and harassment (e.g., problem-solving, decision-making, relaxation techniques, communication, conflict resolution, anger management, time management, refusal skills, self-advocacy).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>PL-HS-1.1.3</i>  <i>Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).</i></p>
<p><i>PL.HS.1.1.4</i>  <i>Students will explain the process of human reproduction and development (e.g., conception, birth, childhood, adolescence, adulthood) and its impact on an individual's well being.</i></p>
<p><i>PL-HS-1.1.5</i>  <i>Students will identify and evaluate the risks (e.g., STDs, unwanted pregnancies, HIV/AIDS) of being sexually active, and the strategies (e.g., abstinence, using refusal skills, talking with parents, doctors, counselors) for delaying sexual activity.</i></p>
<p><b>PL-HS-1.1.6</b>  <b>Students will analyze the effect of individual behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, and other drug use) on various body systems (e.g., circulatory, respiratory, nervous, digestive).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

<p><b>PL-HS-1.1.7</b>  <b>Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-HS-1.1.8</b>  <b>Students will explain risks associated with unhealthy habits and behaviors (e.g., dietary, physical activity, tobacco, alcohol, steroids, other substance abuse, sexual activity, violent/aggressive behavior).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>PL-HS-1.1.9</b>  <b>Students will compare causes, symptoms, consequences and treatments of mental and emotional problems (e.g., depression, anxiety, drug abuse, addictions, eating disorders, aggressive behaviors) for individuals and families.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-HS-1.1.10</i>  <i>Students will recommend interventions (e.g., cease enabling activities), treatments (e.g., AA, outpatient therapy, group therapy) and other strategies (e.g., enhancing self esteem, building skills for success) as forms of help for negative behaviors or addictions (e.g., drug addictions, eating disorders).</i></p>
<p><b>PL-HS-1.1.11</b>  <b>Students will recommend and justify effective self-management and coping strategies (e.g., setting realistic goals, time, task and stress management, decision making, learning style preference, perseverance) for maintaining mental and emotional health.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>Nutrition</b></p>
<p><i>PL-HS-1.2.1</i>  <i>Students will evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.</i></p>
<p><b>PL-HS-1.2.2</b>  <b>Students will explain key recommendations made in the <i>Dietary Guidelines for Americans</i>, including recommendations for specific population groups and how these recommendations contribute to good health.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

**Safety***PL-HS-1.3.1*

*Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.*

**PL-HS-1.3.2**

**Students will explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives.**

**DOK 2**

<p><b>Physical Education</b> Addresses both health-related and skill-related components that promote enhanced health behaviors and increase responsible decision-making. Physical Education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being.</p>
<p><b>Psychomotor Skills</b></p>
<p><i>PL-HS-2.1.1</i> <i>Students will analyze the principles for motor skills (e.g., accuracy, technique, physics, mechanics) and make applications for improving these skills (locomotor, nonlocomotor, transitional).</i></p>
<p><i>PL-HS-2.1.2</i> <i>Students will infer how an analysis of specialized movement patterns (e.g., swinging golf clubs, shooting basketballs) and sequence evaluation (e.g., positioning, performing, following through) can be used to make recommendations for the improvement of skills used in individual, dual, and team sports (e.g., golf, racket sports, softball, volleyball, basketball).</i></p>
<p><b>Lifetime Physical Wellness</b></p>
<p><b>PL-HS-2.2.1</b> <b>Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational or competitive physical activities:</b></p> <ul style="list-style-type: none"> <li>• <b>physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decrease in heart rate)</b></li> <li>• <b>social benefits (e.g., opportunity for interaction with others, cooperation, friendship, teamwork, respect for others and tolerance)</b></li> <li>• <b>mental/emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline and self-respect)</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>PL-HS-2.2.2</i> <i>Students will apply techniques (e.g., practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.</i></p>
<p><b>PL-HS-2.2.3</b> <b>Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>



*PL-HS-2.2.4*

*Students will compare offensive and defensive strategies and basic rules of play for a variety of games and sports.*

*PL-HS-2.2.5*

*Students will analyze the value and role of rules, fair play, cooperation and sportsmanship for spectators/participants during games and sports.*

<b>Consumerism</b>	
Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.	
<b>Consumer Decisions</b>	
<i>PL-HS-3.1.1</i>	<i>Students will explain ways to make responsible buying decisions in relation to wants (e.g., technology, name-brand clothing, jewelry, electronics) and needs (food, clothing, housing).</i>
<b>PL-HS-3.1.2</b>	<b>Students will compare products and services based on various factors (e.g., price, quality, features, availability, warranties, comparison shopping,) to consider when making consumer decisions.</b>
	<b>DOK 3</b>
<b>PL-HS-3.1.3</b>	<b>Students will explain why various factors that influence consumer decisions, such as peer pressure, impulses, desire for status and advertising techniques (jingles/slogans, facts and figures, glittering generalities, endorsement, testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential.</b>
	<b>DOK 2</b>
<b>PL-HS-3.1.4</b>	<b>Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy).</b>
	<b>DOK 3</b>
<i>PL-HS-3.1.5</i>	<i>Students will describe the relationship among private, public and nonprofit health agencies and compare the services provided by each agency:</i>
	<ul style="list-style-type: none"> <li>• <i>private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities)</i></li> <li>• <i>hospitals</i></li> <li>• <i>public health departments and clinics</i></li> <li>• <i>DES (Disaster and Emergency Services)</i></li> <li>• <i>Family Resource Centers</i></li> <li>• <i>Medicare/Medicaid</i></li> <li>• <i>nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society)</i></li> </ul>

**Financial Literacy****PL-HS-3.2.1**

**Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.**

**DOK 3**

<p><b>Vocational Studies</b></p> <p>Awareness of careers starts in the primary grades and progresses at the middle level to more specific exploration of careers. The total experience through high school allows students to determine a career path that matches their interests, aptitude and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life are addressed throughout a student's educational experience.</p>
<p><b>Career Awareness, Exploration and Planning</b></p>
<p><i>PL-HS-4.1.1</i>  <i>Students will analyze and evaluate why people need to work and how a person's career choice impacts life long earning potential, career opportunities and job satisfaction.</i></p>
<p><i>PL-HS-4.1.2</i>  <i>Students will identify and explain how job and career opportunities vary at the local, state and national levels and how components of the Individual Learning Plan (ILP) (e.g., interest inventories, personality test, community service, résumé, awards/recognition) can be a valuable resource for career research, selection, and preparation.</i></p>
<p><b>PL-HS-4.1.3</b>  <b>Students will describe academic and non-academic benefits (e.g., communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, teamwork skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g., college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>PL-HS-4.1.4</b>  <b>Students will analyze information (e.g., personality, values, interests, aptitudes and abilities, learning styles) from a variety of sources (e.g., Career Interest Inventory, Learning Styles Inventory, Career Aptitude Assessment, other formal assessments, job shadowing, academic experiences/grades, extra curricular activities) and explain how the information can be used to develop career goals in an Individual Learning Plan (ILP).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>PL-HS-4.1.5</i>  <i>Students will analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.</i></p>

<p><i>PL-HS-4.1.6</i>  <i>Students will identify and describe supporting documentation that would be needed for the career portfolio/Individual Learning Plan (ILP):</i></p> <ul style="list-style-type: none"> <li>• <i>business letters (application, recommendation, follow-up)</i></li> <li>• <i>assessment data (e.g., interest, learning styles, aptitudes and abilities)</i></li> <li>• <i>résumé</i></li> <li>• <i>certifications/awards</i></li> <li>• <i>samples of work (e.g., videos, artwork, portfolio entries)</i></li> <li>• <i>records of work experiences</i></li> <li>• <i>transcripts</i></li> </ul>	
<p><i>PL-HS-4.1.7</i>  <i>Students will compare post-secondary options (e.g., community technical colleges, 4-year colleges, military service) that would be the most appropriate preparation for a specific career path.</i></p>	
<b>Employability Skills</b>	
<p><b>PL-HS-4.2.1</b>  <b>Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.</b></p>	<b>DOK 2</b>
<p><b>PL-HS-4.2.2</b>  <b>Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.</b></p>	<b>DOK 3</b>
<b>Communication/Technology</b>	
<p><i>PL-HS-4.3.1</i>  <i>Students will describe how job market changes have resulted from scientific advancements and the increased use of technology in the global economy.</i></p>	
<p><b>PL-HS-4.3.2</b>  <b>Students will explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs.</b></p>	<b>DOK 3</b>

**PL-HS-4.3.3**

Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities:

- conducting a job search
- writing letters
- networking
- completing an application
- securing a letter of reference
- preparing a résumé
- applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal communication)
- using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation)

**DOK 3**

# **Core Content for Reading Assessment**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction

### Core Content for Reading Assessment

#### **What is the *Core Content for Reading Assessment*?**

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Reading Assessment Version 4.1* represents the reading content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Reading Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the *Kentucky Core Content Test (KCCT)* beginning in 2007.

Students should have exposure to various kinds of texts in order to fully understand how to apply the appropriate skills, strategies and concepts outlined in the *Core Content for Reading Assessment*. The *Core Content for Reading Assessment* will include passage selections that are multicultural and from various genres (literary and informational—including expository, persuasive and procedural texts and documents).

The *Core Content for Reading Assessment* is not intended to represent the comprehensive local curriculum for reading assessment and instruction. It is also not the comprehensive *Program of Studies for Reading*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

#### **Kentucky Academic Expectations for Reading**

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 1:** *Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.*

1.2 Students make sense of the variety of materials they read.



**How is the Core Content for Reading Assessment organized?**

The *Reading Core Content for Assessment, Version 4.1*, is organized by grade level (end of primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>) in order to ensure continuity and conceptual development. This is different from Version 3.0, which was organized in grade spans. Students are assessed in Reading at grades three through eight (3-8) and tenth (10<sup>th</sup>).

The *Core Content for Reading Assessment* is organized into five subdomains which are further defined with the *Core Content for Assessment*. The five subdomains for Reading are:

- Forming a Foundation for Reading
- Developing an Initial Understanding
- Interpreting Text
- Reflecting and Responding to Text
- Demonstrating a Critical Stance

The *Core Content for Assessment* includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items inside the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Reading Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding

as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

### **What do the codes for the *Core Content for Reading Assessment* mean?**

The Reading Core Content for Assessment is addressed at each of the grade levels from end of primary through Grade 12. The RD in the code stands for reading, and the next portion of the code represents the grade level. The next number represents the subdomain, and the number after the zero represents the standard. The zero serves as a placeholder only. The codes used are listed below:

#### Grade Level Codes

EP = end of primary  
04 = fourth grade  
05 = fifth grade  
06 = sixth grade  
07 = seventh grade  
08 = eighth grade  
09 = ninth grade  
10 = tenth grade  
11 = eleventh grade  
12 = twelfth grade

#### Subdomain

1 = Forming a Foundation for Reading  
2 = Developing an Initial Understanding  
3 = Interpreting Text  
4 = Reflecting and Responding to Text  
5 = Demonstrating a Critical Stance

A typical code may look like RD-04-2.0.1. This means 4<sup>th</sup> grade reading content in the subdomain of developing an initial understanding. Since reading does not have organizers, the 0 represents a placeholder and the 1 means the first standard in that subdomain at that grade level.

RD-04-2.0.1

RD Reading (domain)

04 Elementary, fourth grade

2 (Subdomain) Developing an Initial Understanding

1 (first standard)

<b>Forming a Foundation for Reading</b>		
Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RD-EP-1.0.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b>	<b>RD-04-1.0.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b>	<b>RD-05-1.0.1</b> Students will apply word recognition strategies (e.g., context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b>
<b>RD-EP-1.0.2</b> Students will apply knowledge of synonyms, antonyms or compound words for comprehension. <b>DOK 2</b>	<b>RD-04-1.0.2</b> Students will apply knowledge of synonyms, antonyms or compound words for comprehension. <b>DOK 2</b>	<b>RD-05-1.0.2</b> Students will apply knowledge of synonyms, antonyms or compound words to comprehend a passage. <b>DOK 2</b>
<b>RD-EP-1.0.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. <b>DOK 2</b>	<b>RD-04-1.0.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. <b>DOK 2</b>	<b>RD-05-1.0.3</b> Students will identify words that have multiple meanings and select the appropriate meaning for the context. <b>DOK 2</b>
<b>RD-EP-1.0.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>	<b>RD-04-1.0.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>	<b>RD-05-1.0.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>
<b>RD-EP-1.0.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text. <b>DOK 1</b>	<b>RD-04-1.0.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text. <b>DOK 1</b>	<b>RD-05-1.0.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text. <b>DOK 1</b>

<i>RD-EP-1.0.6</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-04-1.0.6</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-05-1.0.6</i> <i>Students will formulate questions to guide reading.</i>
	<i>RD-04-1.0.7</i> <i>Students will scan to find key information.</i>	<i>RD-05-1.0.7</i> <i>Students will scan to find key information.</i>
	<i>RD-04-1.0.8</i> <i>Students will skim to get the general meaning of a passage.</i>	<i>RD-05-1.0.8</i> <i>Students will skim to get the general meaning of a passage.</i>

<b>Developing an Initial Understanding</b> Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<i>RD-EP-2.0.1</i> <i>Students will distinguish between fiction and non-fiction texts.</i>	<b>RD-04-2.0.1</b> <b>Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.</b> <b>DOK 2</b>	<b>RD-05-2.0.1</b> <b>Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.</b> <b>DOK 2</b>
<b>RD-EP-2.0.2</b> <b>Students will describe characters, plot, setting or problem/solution of a passage.</b> <b>DOK 3</b>	<b>RD-04-2.0.2</b> <b>Students will describe characters, plot, setting or problem/solution of a passage.</b> <b>DOK 3</b>	<b>RD-05-2.0.2</b> <b>Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</b> <b>DOK 3</b>
<b>RD-EP-2.0.3</b> <b>Students will locate key ideas or information in a passage.</b> <b>DOK 1</b>	<b>RD-04-2.0.3</b> <b>Students will locate key ideas or information in a passage.</b> <b>DOK 1</b>	<b>RD-05-2.0.3</b> <b>Students will locate key ideas or information in a passage.</b> <b>DOK 1</b>
<b>RD-EP-2.0.4</b> <b>Students will interpret specialized vocabulary (words and terms specific to understanding the content).</b> <b>DOK 2</b>	<b>RD-04-2.0.4</b> <b>Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).</b> <b>DOK 2</b>	<i>RD-05-2.0.4</i> <i>Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).</i>
<b>RD-EP-2.0.5</b> <b>Students will identify the correct sequence.</b> <b>DOK 1</b>	<b>RD-04-2.0.5</b> <b>Students will identify and explain the sequence of activities needed to carry out a procedure.</b> <b>DOK 2</b>	<b>RD-05-2.0.5</b> <b>Students will identify and explain the sequence of activities needed to carry out a procedure.</b> <b>DOK 2</b>
	<i>RD-04-2.0.6</i> <i>Students will summarize information from a passage.</i>	<b>RD-05-2.0.6</b> <b>Students will summarize information from a passage.</b>

<b>RD-EP-2.0.7</b> Students will make inferences or draw conclusions based on what is read. DOK 3	<b>RD-04-2.0.7</b> Students will make inferences or draw conclusions based on what is read. DOK 3	<b>RD-05-2.0.7</b> Students will make inferences or draw conclusions based on what is read. DOK 3
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<b>Interpreting Text</b> Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>RD-EP-3.0.1</b> <b>Students will explain a character's or speaker's actions based on a passage.</b> DOK 3	<b>RD-04-3.0.1</b> <b>Students will explain a character's or speaker's actions based on a passage.</b> DOK 3	<b>RD-05-3.0.1</b> <b>Students will explain a character's or speaker's actions based on a passage.</b> DOK 3
<i>RD-EP-3.0.2</i> <i>Students will explain how a conflict in a passage is resolved.</i>	<b>RD-04-3.0.2</b> <b>Students will explain how a conflict in a passage is resolved.</b> DOK 3	<b>RD-05-3.0.2</b> <b>Students will explain how a conflict in a passage is resolved.</b> DOK 3
<i>RD-EP-3.0.3</i> <i>Students will identify an author's purpose in a passage.</i>	<b>RD-04-3.0.3</b> <b>Students will identify an author's purpose in a passage.</b> DOK 2	<b>RD-05-3.0.3</b> <b>Students will identify an author's purpose in a passage.</b> DOK 2
<b>RD-EP-3.0.4</b> <b>Students will identify main ideas or details that support them.</b> DOK 3	<b>RD-04-3.0.4</b> <b>Students will identify main ideas and details that support them.</b> DOK 3	<b>RD-05-3.0.4</b> <b>Students will identify main ideas and details that support them.</b> DOK 3
<b>RD-EP-3.0.5</b> <b>Students will identify fact or opinion from a passage.</b> DOK 2	<b>RD-04-3.0.5</b> <b>Students will identify fact or opinion from a passage.</b> DOK 2	<i>RD-05-3.0.5</i> <i>Students will identify fact or opinion from a passage.</i>
<b>RD-EP-3.0.6</b> <b>Students will identify information in a passage that is supported by fact.</b> DOK 2	<b>RD-04-3.0.6</b> <b>Students will identify information in a passage that is supported by fact.</b> DOK 2	<b>RD-05-3.0.6</b> <b>Students will identify the argument and supporting evidence.</b> DOK 2



<i>RD-EP-3.0.7</i> <i>Students will identify an author's opinion about a subject.</i>	<b>RD-04-3.0.7</b> <b>Students will identify an author's opinion about a subject.</b> <b>DOK 2</b>	<b>RD-05-3.0.7</b> <b>Students will identify an author's opinion (bias, misinformation) about a subject.</b> <b>DOK 2</b>
<i>RD-EP-3.0.8</i> <i>Students will identify informative or persuasive passages.</i>	<i>RD-04-3.0.8</i> <i>Students will identify informative or persuasive passages.</i>	<i>RD-05-3.0.8</i> <i>Students will identify informative or persuasive passages.</i>
<i>RD-EP-3.0.9</i> <i>Students will identify commonly used persuasive techniques (emotional appeal and testimonial) used in a passage.</i>	<i>RD-04-3.0.9</i> <i>Students will identify commonly used persuasive techniques (bandwagon, emotional appeal, testimonial, expert opinion) used in a passage.</i>	<b>RD-05-3.0.9</b> <b>Students will identify commonly used persuasive techniques (bandwagon, emotional appeal, testimonial, expert opinion) used in a passage.</b> <b>DOK 2</b>

<b>Reflecting and Responding to Text</b>		
Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<i>RD-EP-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>	<i>RD-04-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>	<i>RD-05-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>

<b>Demonstrating a Critical Stance</b> Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor and organization.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<i>RD-EP-5.0.1</i> <i>Students will evaluate what is read based on the author's word choice, content or use of literary elements.</i>	<i>RD-04-5.0.1</i> <i>Students will evaluate what is read based on the author's word choice, content or use of literary elements.</i>	<b>RD-05-5.0.1</b> <b>Students will evaluate what is read based on the author's word choice, content or use of literary elements.</b> <b>DOK 3</b>
<i>RD-EP-5.0.2</i> <i>Students will identify literary devices such as foreshadowing, imagery or figurative language (similes and personification).</i>	<i>RD-04-5.0.2</i> <i>Students will identify literary devices such as foreshadowing, imagery or figurative language (similes, metaphors, and personification).</i>	<b>RD-05-5.0.2</b> <b>Students will identify literary devices such as foreshadowing, imagery or figurative language (similes, metaphors, personification, hyperbole).</b> <b>DOK 2</b>
<b>RD-EP-5.0.3</b> <b>Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage.</b> <b>DOK 2</b>	<b>RD-04-5.0.3</b> <b>Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.</b> <b>DOK 2</b>	<b>RD-05-5.0.3</b> <b>Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.</b> <b>DOK 2</b>
<i>RD-EP-5.0.4</i> <i>Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.</i>	<b>RD-04-5.0.4</b> <b>Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.</b> <b>DOK 2</b>	<b>RD-05-5.0.4</b> <b>Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.</b> <b>DOK 2</b>

<b>Forming a Foundation for Reading</b>		
Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>RD-06-1.0.1</b> <b>Students will apply knowledge of synonyms or antonyms to comprehend a passage.</b> DOK 2	<i>RD-07-1.0.1</i> <i>Students will apply knowledge of synonyms or antonyms to comprehend a passage.</i>	<i>RD-08-1.0.1</i> <i>Students will apply knowledge of synonyms or antonyms to comprehend a passage.</i>
<b>RD-06-1.0.2</b> <b>Students will select, based on context, the appropriate meaning for a word that has multiple meanings.</b> DOK 2	<b>RD-07-1.0.2</b> <b>Students will select, based on context, the appropriate meaning for a word that has multiple meanings.</b> DOK 2	<b>RD-08-1.0.2</b> <b>Students will select, based on context, the appropriate meaning for a word that has multiple meanings.</b> DOK 2
<b>RD-06-1.0.3</b> <b>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage.</b> DOK 2	<i>RD-07-1.0.3</i> <i>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage.</i>	<i>RD-08-1.0.3</i> <i>Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage.</i>
<i>RD-06-1.0.4</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-07-1.0.4</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-08-1.0.4</i> <i>Students will formulate questions to guide reading.</i>
<i>RD-06-1.0.5</i> <i>Students will scan to find key information.</i>	<i>RD-07-1.0.5</i> <i>Students will scan to find key information.</i>	<i>RD-08-1.0.5</i> <i>Students will scan to find key information.</i>
<i>RD-06-1.0.6</i> <i>Students will skim to get the general meaning of a passage.</i>	<i>RD-07-1.0.6</i> <i>Students will skim to get the general meaning of a passage.</i>	<i>RD-08-1.0.6</i> <i>Students will skim to get the general meaning of a passage.</i>

<b>RD-O6-1.0.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context.</b> <b>DOK 2</b>	<b>RD-O7-1.0.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context.</b> <b>DOK 2</b>	<b>RD-O8-1.0.7</b> <b>Students will interpret literal and non-literal meanings of words or phrases, based on context.</b> <b>DOK 2</b>
	<b>RD-O7-1.0.8</b> <b>Students will interpret the meaning of jargon, dialect or specialized vocabulary used in a passage.</b> <b>DOK 2</b>	<b>RD-O8-1.0.8</b> <b>Students will interpret the meaning of jargon, dialect or specialized vocabulary used in a passage.</b> <b>DOK 2</b>

<b>Developing an Initial Understanding</b> Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>RD-O6-2.0.1</b> Students will identify or explain the main idea of a passage. <b>DOK 3</b>	<b>RD-O7-2.0.1</b> Students will identify or explain the main idea of a passage. <b>DOK 3</b>	<b>RD-O8-2.0.1</b> Students will explain the main idea of a passage. <b>DOK 3</b>
<b>RD-O6-2.0.2</b> Students will identify and describe characteristics of short stories, novels, poetry or plays. <b>DOK 2</b>	<b>RD-O7-2.0.2</b> Students will identify and explain the characteristics of short stories, novels, poetry or plays. <b>DOK 2</b>	<b>RD-O8-2.0.2</b> Students will identify and explain the characteristics of short stories, novels, poetry or plays. <b>DOK 2</b>
<b>RD-O6-2.0.3</b> Students will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. <b>DOK 3</b>	<b>RD-O7-2.0.3</b> Students will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. <b>DOK 3</b>	
<b>RD-O6-2.0.4</b> Students will locate key ideas or information in a passage. <b>DOK 1</b>	<b>RD-O7-2.0.4</b> Students will locate key ideas or information in a passage. <b>DOK 1</b>	<b>RD-O8-2.0.4</b> Students will locate key ideas or information in a passage. <b>DOK 1</b>
<b>RD-O6-2.0.5</b> Students will summarize information from a paragraph, a section of a passage or the entire passage. <b>DOK 2</b>	<b>RD-O7-2.0.5</b> Students will summarize information from a paragraph, a section of a passage or an entire passage. <b>DOK 2</b>	<b>RD-O8-2.0.5</b> Students will paraphrase information from a paragraph, a section of a passage or an entire passage. <b>DOK 2</b>
<i>RD-O6-2.0.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.</i>	<i>RD-O7-2.0.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.</i>	<i>RD-O8-2.0.6</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.</i>

<p><b>RD-O6-2.0.7</b>  <b>Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read.</b>  <b>DOK 3</b></p>	<p><b>RD-O7-2.0.7</b>  <b>Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read.</b>  <b>DOK 3</b></p>	<p><b>RD-O8-2.0.7</b>  <b>Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read.</b>  <b>DOK 3</b></p>
<p><b>RD-O6-2.0.8</b>  <b>Students will explain the meaning of concrete or abstract terms, based on the context from a passage (e.g., “loaded” words, connotation and denotation).</b>  <b>DOK 2</b></p>	<p><b>RD-O7-2.0.8</b>  <b>Students will explain the meaning of concrete and abstract terms, based on the context from a passage (e.g., “loaded” words, connotation and denotation).</b>  <b>DOK 2</b></p>	<p><b>RD-O8-2.0.8</b>  <b>Students will interpret the meaning of concrete and abstract terms, based on the context from a passage (e.g., “loaded” words, connotation and denotation).</b>  <b>DOK 2</b></p>

<b>Interpreting Text</b> Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>RD-O6-3.0.1</b> Students will explain the relationship between events in a story and a character's behavior. <b>DOK 3</b>	<b>RD-O7-3.0.1</b> Students will analyze the relationship between events in a story and a character's behavior. <b>DOK 3</b>	<b>RD-O8-3.0.1</b> Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. <b>DOK 3</b>
<b>RD-O6-3.0.2</b> Students will identify an author's purpose in a passage. <b>DOK 2</b>	<b>RD-O7-3.0.2</b> Students will identify or explain an author's purpose in a passage. <b>DOK 2</b>	<b>RD-O8-3.0.2</b> Students will identify or explain an author's purpose in a passage. <b>DOK 2</b>
<b>RD-O6-3.0.3</b> Students will explain or analyze how a conflict in a passage is resolved. <b>DOK 3</b>	<b>RD-O7-3.0.3</b> Students will explain or analyze how a conflict in a passage is resolved. <b>DOK 3</b>	<b>RD-O8-3.0.3</b> Students will explain or analyze how a conflict in a passage is resolved. <b>DOK 3</b>
<b>RD-O6-3.0.4</b> Students will identify details that support the main idea or explain their importance in a passage. <b>DOK 3</b>	<b>RD-O7-3.0.4</b> Students will identify details that support the main idea or explain their importance in a passage. <b>DOK 3</b>	<b>RD-O8-3.0.4</b> Students will analyze the use of details that support the main idea or explain their importance in a passage. <b>DOK 3</b>
<i>RD-O6-3.0.5</i> <i>Students will distinguish between informative and persuasive passages.</i>	<i>RD-O7-3.0.5</i> <i>Students will distinguish between informative and persuasive passages.</i>	
<i>RD-O6-3.0.6</i> <i>Students will distinguish between fact or opinion.</i>	<i>RD-O7-3.0.6</i> <i>Students will distinguish between fact or opinion.</i>	



<p><b>RD-O6-3.0.7</b>  <b>Students will identify an author's opinion about a subject.</b>  DOK 2</p>	<p><i>RD-O7-3.0.7</i>  <i>Students will identify or explain an author's opinion about a subject.</i></p>	<p><i>RD-O8-3.0.7</i>  <i>Students will identify or explain an author's position based on evidence in a passage.</i></p>
<p><b>RD-O6-3.0.8</b>  <b>Students will identify the argument or supporting evidence from a passage.</b>  DOK 2</p>	<p><b>RD-O7-3.0.8</b>  <b>Students will identify the argument or supporting evidence from a passage.</b>  DOK 2</p>	<p><b>RD-O8-3.0.8</b>  <b>Students will explain an author's argument or identify evidence from the passage to support the author's argument.</b>  DOK 3</p>
<p><b>RD-O6-3.0.9</b>  <b>Students will identify persuasive techniques (e.g., expert opinion, emotional appeal, logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon).</b>  DOK 2</p>	<p><b>RD-O7-3.0.9</b>  <b>Students will identify persuasive techniques (e.g., expert opinion, logical/emotional/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon).</b>  DOK 2</p>	<p><b>RD-O8-3.0.9</b>  <b>Students will identify persuasive techniques (e.g., expert opinion, logical/emotional/ethical appeal, repetition, rhetorical question, allusion) or propaganda techniques (e.g., testimonial, bandwagon, personal attack) or explain how each is used.</b>  DOK 2</p>

<b>Reflecting and Responding to Text</b> Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<i>RD-O6-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>	<i>RD-O7-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>	<i>RD-O8-4.0.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>
	<i>RD-O7-4.0.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage.</i>	<i>RD-O8-4.0.2</i> <i>Students will use evidence from a passage to formulate opinions in response to a reading passage.</i>

<p><b>Demonstrating a Critical Stance</b>                      Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting and understanding the impact of features such as irony, humor and organization.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><i>RD-06-5.0.1</i>  <i>Students will identify the ways in which similar themes, ideas and concepts are developed in more than one literary work.</i></p>	<p><i>RD-07-5.0.1</i>  <i>Students will identify the interrelationships (themes, ideas, concepts) that are developed in more than one literary work.</i></p>	<p><i>RD-08-5.0.1</i>  <i>Students will explain the interrelationships (themes, ideas, concepts) that are developed in more than one literary work.</i></p>
		<p><b>RD-08-5.0.2</b>  <b>Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.</b>  <b>DOK 3</b></p>
<p><b>RD-06-5.0.3</b>  <b>Students will identify literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language).</b>  <b>DOK 2</b></p>	<p><b>RD-07-5.0.3</b>  <b>Students will identify and explain the use of literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language).</b>  <b>DOK 3</b></p>	<p><b>RD-08-5.0.3</b>  <b>Students will identify and explain the use of literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language).</b>  <b>DOK 3</b></p>
		<p><i>RD-08-5.0.4</i>  <i>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</i></p>
<p><i>RD-06-5.0.5</i>  <i>Students will evaluate the author's word choice, style, content, or use of literary elements.</i></p>	<p><i>RD-07-5.0.5</i>  <i>Students will evaluate the author's word choice, style, content, or use of literary elements.</i></p>	<p><b>RD-08-5.0.5</b>  <b>Students will evaluate the author's word choice, style, content, or use of literary elements.</b>  <b>DOK 3</b></p>

	<i>RD-07-5.0.6</i> <i>Students will compare and contrast elements, views, ideas, or events presented in one or more passages.</i>	<i>RD-08-5.0.6</i> <i>Students will compare and contrast elements, views, ideas, or events presented in one or more passages.</i>
	<i>RD-07-5.0.7</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</i>	<i>RD-08-5.0.7</i> <i>Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</i>
<b>RD-06-5.0.8</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader’s understanding of a passage.</b> <b>DOK 3</b>	<b>RD-07-5.0.8</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader’s understanding of a passage.</b> <b>DOK 3</b>	<b>RD-08-5.0.8</b> <b>Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader’s understanding of a passage.</b> <b>DOK 3</b>
<b>RD-06-5.0.9</b> <b>Students will identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</b> <b>DOK 2</b>	<b>RD-07-5.0.9</b> <b>Students will apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</b> <b>DOK 2</b>	<i>RD-08-5.0.9</i> <i>Students will analyze the organizational patterns (cause and effect, comparison or contrast, sequence, generalizations) in a passage.</i>

<b>Forming a Foundation for Reading</b>			
Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts.			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<i>RD-09-1.0.1</i> <i>Students will interpret literal or non-literal meanings of words in a passage.</i>	<b>RD-10-1.0.1</b> <b>Students will interpret literal or non-literal meanings of words in a passage.</b> <b>DOK 2</b>	<i>RD-11-1.0.1</i> <i>Students will interpret literal or non-literal meanings of words in a passage.</i>	<i>RD-12-1.0.1</i> <i>Students will interpret literal or non-literal meanings of words in a passage.</i>
<i>RD-09-1.0.2</i> <i>Students will make predictions based on what is read.</i>	<b>RD-10-1.0.2</b> <b>Students will make predictions based on what is read.</b> <b>DOK 2</b>	<i>RD-11-1.0.2</i> <i>Students will make predictions based on what is read.</i>	<i>RD-12-1.0.2</i> <i>Students will make predictions based on what is read.</i>
<i>RD-09-1.0.3</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-10-1.0.3</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-11-1.0.3</i> <i>Students will formulate questions to guide reading.</i>	<i>RD-12-1.0.3</i> <i>Students will formulate questions to guide reading.</i>
<i>RD-09-1.0.4</i> <i>Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage.</i>	<b>RD-10-1.0.4</b> <b>Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage.</b> <b>DOK 2</b>	<i>RD-11-10.0.4</i> <i>Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage.</i>	<i>RD-12-1.0.4</i> <i>Students will interpret the meaning of jargon, dialect or specialized vocabulary found in a passage.</i>

<b>Developing an Initial Understanding</b> Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<i>RD-09-2.0.1</i> <i>Students will paraphrase information in a passage.</i>	<b>RD-10-2.0.1</b> <b>Students will paraphrase information in a passage.</b> <b>DOK 2</b>	<i>RD-11-2.0.1</i> <i>Students will paraphrase information in a passage.</i>	<i>RD-12-2.0.1</i> <i>Students will paraphrase information in a passage.</i>
<i>RD-09-2.0.2</i> <i>Students will identify essential information from a passage needed to accomplish a task.</i>	<b>RD-10-2.0.2</b> <b>Students will identify essential information from a passage needed to accomplish a task.</b> <b>DOK 1</b>	<i>RD-11-2.0.2</i> <i>Students will identify essential information from a passage needed to accomplish a task.</i>	<i>RD-12-2.0.2</i> <i>Students will identify essential information from a passage needed to accomplish a task.</i>
<i>RD-09-2.0.3</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</i>	<b>RD-10-2.0.3</b> <b>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</b> <b>DOK 2</b>	<i>RD-11-2.0.3</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</i>	<i>RD-12-2.0.3</i> <i>Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage.</i>
<i>RD-09-2.0.4</i> <i>Students will follow the sequence of information from a passage.</i>	<i>RD-10-2.0.4</i> <i>Students will follow the sequence of information from a passage.</i>	<i>RD-11-2.0.4</i> <i>Students will follow the sequence of information from a passage.</i>	<i>RD-12-2.0.4</i> <i>Students will follow the sequence of information from a passage.</i>
<i>RD-09-2.0.5</i> <i>Students will interpret concrete or abstract terms using context from the passage.</i>	<b>RD-10-2.0.5</b> <b>Students will interpret concrete or abstract terms using context from the passage.</b> <b>DOK 2</b>	<i>RD-11-2.0.5</i> <i>Students will interpret concrete or abstract terms using context from the passage.</i>	<i>RD-12-2.0.5</i> <i>Students will interpret concrete or abstract terms using context from the passage.</i>

<p><i>RD-09-2.0.6</i>  <i>Students will explain the main ideas of a passage and identify the key ideas or information that support them.</i></p>	<p><b>RD-10-2.0.6</b>  <b>Students will explain the main ideas of a passage and identify the key ideas or information that support them.</b>  <b>DOK 3</b></p>	<p><i>RD-11-2.0.6</i>  <i>Students will explain the main ideas of a passage and identify the key ideas or information that support them.</i></p>	<p><i>RD-12-2.0.6</i>  <i>Students will explain the main ideas of a passage and identify the key ideas or information that support them.</i></p>
<p><i>RD-09-2.0.7</i>  <i>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</i></p>	<p><b>RD-10-2.0.7</b>  <b>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</b>  <b>DOK 3</b></p>	<p><i>RD-11-2.0.7</i>  <i>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</i></p>	<p><i>RD-12-2.0.7</i>  <i>Students will make inferences, draw conclusions or make generalizations based on evidence from a passage.</i></p>

<b>Interpreting Text</b>			
Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<i>RD-09-3.0.1</i> <i>Students will explain or analyze how a conflict in a passage is resolved.</i>	<b>RD-10-3.0.1</b> <b>Students will explain or analyze how a conflict in a passage is resolved.</b> <b>DOK 3</b>	<i>RD-11-3.0.1</i> <i>Students will analyze how a conflict in a passage is resolved.</i>	<i>RD-12-3.0.1</i> <i>Students will analyze how a conflict in a passage is resolved.</i>
<i>RD-09-3.0.2</i> <i>Students will identify or explain an author's purpose in a passage.</i>	<b>RD-10-3.0.2</b> <b>Students will identify or explain an author's purpose in a passage.</b> <b>DOK 2</b>	<i>RD-11-3.0.2</i> <i>Students will analyze an author's purpose in a passage.</i>	<i>RD-12-3.0.2</i> <i>Students will analyze an author's purpose in a passage.</i>
<i>RD-09-3.0.3</i> <i>Students will explain an author's position based on evidence in a passage.</i>	<b>RD-10-3.0.3</b> <b>Students will explain an author's position based on evidence in a passage.</b> <b>DOK 2</b>	<i>RD-11-3.0.3</i> <i>Students will explain an author's position based on evidence in a passage.</i>	<i>RD-12-3.0.3</i> <i>Students will explain an author's position based on evidence in a passage.</i>
<i>RD-09-3.0.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage.</i>	<b>RD-10-3.0.4</b> <b>Students will accept or reject an argument, giving supporting evidence from the passage.</b> <b>DOK 3</b>	<i>RD-11-3.0.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage.</i>	<i>RD-12-3.0.4</i> <i>Students will accept or reject an argument, giving supporting evidence from the passage.</i>
<i>RD-09-3.0.5</i> <i>Students will analyze an argument, giving supporting evidence from the passage.</i>	<b>RD-10-3.0.5</b> <b>Students will analyze an argument, giving supporting evidence from the passage.</b> <b>DOK 3</b>	<i>RD-11-3.0.5</i> <i>Students will evaluate an argument, giving supporting evidence from the passage.</i>	<i>RD-12-3.0.5</i> <i>Students will evaluate an argument, giving supporting evidence from the passage.</i>



<p><i>RD-09-3.0.6</i> Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.</p>	<p><b>RD-10-3.0.6</b> <b>Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.</b> DOK 3</p>	<p><i>RD-11-3.0.6</i> Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.</p>	<p><i>RD-12-3.0.6</i> Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas.</p>
<p><i>RD-09-3.0.7</i> Students will analyze or evaluate the use of supporting details as they relate to the author's message.</p>	<p><b>RD-10-3.0.7</b> <b>Students will analyze or evaluate the use of supporting details as they relate to the author's message.</b> DOK 3</p>	<p><i>RD-11-3.0.7</i> Students will analyze or evaluate the use of supporting details as they relate to the author's message.</p>	<p><i>RD-12-3.0.7</i> Students will analyze or evaluate the use of supporting details as they relate to the author's message.</p>
<p><i>RD-09-3.0.8</i> Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</p>	<p><b>RD-10-3.0.8</b> <b>Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</b> DOK 3</p>	<p><i>RD-11-3.0.8</i> Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</p>	<p><i>RD-12-3.0.8</i> Students will analyze or evaluate the use of persuasive or propaganda techniques within a passage.</p>
<p><i>RD-09-3.0.9</i> Students will explain the appropriateness of the author's content for an intended audience.</p>	<p><b>RD-10-3.0.9</b> <b>Students will explain the appropriateness of the author's content for an intended audience.</b> DOK 3</p>	<p><i>RD-11-3.0.9</i> Students will explain the appropriateness of the author's content for an intended audience.</p>	<p><i>RD-12-3.0.9</i> Students will explain the appropriateness of the author's content for an intended audience.</p>

<b>Reflecting and Responding to Text</b>			
Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<i>RD-09-4.0.1</i> Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).	<i>RD-10-4.0.1</i> Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).	<i>RD-11-4.0.1</i> Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).	<i>RD-12-4.0.1</i> Students will evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).
<i>RD-09-4.0.2</i> Students will use evidence from a passage to formulate opinions in response to a reading passage.	<i>RD-10-4.0.2</i> Students will use evidence from a passage to formulate opinions in response to a reading passage.	<i>RD-11-4.0.2</i> Students will use evidence from a passage to formulate opinions in response to a reading passage.	<i>RD-12-4.0.2</i> Students will use evidence from a passage to formulate opinions in response to a reading passage.

<b>Demonstrating a Critical Stance</b> Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting and understanding the impact of features such as irony, humor and organization.			
Grade 9	Grade 10	Grade 11	Grade 12
<i>RD-09-5.0.1</i> <i>Students will compare and contrast the characteristics of a variety of literary genres.</i>	<b>RD-10-5.0.1</b> <b>Students will compare and contrast the characteristics of a variety of literary genres.</b> DOK 3	<i>RD-11-5.0.1</i> <i>Students will compare and contrast the characteristics of a variety of literary genres.</i>	<i>RD-12-5.0.1</i> <i>Students will compare and contrast the characteristics of a variety of literary genres.</i>
<i>RD-09-5.0.2</i> <i>Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.</i>	<b>RD-10-5.0.2</b> <b>Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.</b> DOK 3	<i>RD-11-5.0.2</i> <i>Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.</i>	<i>RD-12-5.0.2</i> <i>Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.</i>
<i>RD-09-5.0.3</i> <i>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</i>	<b>RD-10-5.0.3</b> <b>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</b> DOK 3	<i>RD-11-5.0.3</i> <i>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</i>	<i>RD-12-5.0.3</i> <i>Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</i>
<i>RD-09-5.0.4</i> <i>Students will critique the author's word choice, style, tone or content.</i>	<b>RD-10-5.0.4</b> <b>Students will critique the author's word choice, style, tone or content.</b> DOK 3	<i>RD-11-5.0.4</i> <i>Students will critique the author's word choice, style, tone or content.</i>	<i>RD-12-5.0.4</i> <i>Students will critique the author's word choice, style, tone or content.</i>

<p><i>RD-09-5.0.5</i> Students will compare or contrast elements, views, ideas or events presented in one or more passages.</p>	<p><b>RD-10-5.0.5</b> <b>Students will compare or contrast elements, views, ideas or events presented in one or more passages</b></p> <p style="text-align: right;"><b>DOK 4</b></p>	<p><i>RD-11-5.0.5</i> Students will compare or contrast elements, views, ideas or events presented in one or more passages.</p>	<p><i>RD-12-5.0.5</i> Students will compare or contrast elements, views, ideas or events presented in one or more passages.</p>
<p><i>RD-09-5.0.6</i> Students will analyze the ways in which similar themes or ideas are developed in more than one text.</p>	<p><b>RD-10-5.0.6</b> <b>Students will analyze the ways in which similar themes or ideas are developed in more than one text.</b></p> <p style="text-align: right;"><b>DOK 4</b></p>	<p><i>RD-11-5.0.6</i> Students will analyze the ways in which similar themes or ideas are developed in more than one text.</p>	<p><i>RD-12-5.0.6</i> Students will analyze the ways in which similar themes or ideas are developed in more than one text.</p>
<p><i>RD-09-5.0.7</i> Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</p>	<p><i>RD-10-5.0.7</i> Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</p>	<p><i>RD-11-5.0.7</i> Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</p>	<p><i>RD-12-5.0.7</i> Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</p>
<p><i>RD-09-5.0.8</i> Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format or layout enhances the reader's understanding of a passage.</p>	<p><b>RD-10-5.0.8</b> <b>Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format or layout enhances the reader's understanding of a passage.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><i>RD-11-5.0.8</i> Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format or layout enhances the reader's understanding of a passage.</p>	<p><i>RD-12-5.0.8</i> Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format or layout enhances the reader's understanding of a passage.</p>

<p><i>RD-09-5.0.9</i>  <i>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</i></p>	<p><b>RD-10-5.0.9</b>  <b>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><i>RD-11-5.0.9</i>  <i>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</i></p>	<p><i>RD-12-5.0.9</i>  <i>Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</i></p>
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# **Core Content for Science Assessment**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction Core Content for Science Assessment

### **What is the *Core Content for Science Assessment*?**

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Science Assessment*, Version 4.1, represents the science content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Science Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) beginning in 2007.

The *Core Content for Science Assessment* is not intended to represent the comprehensive local curriculum for science assessment and instruction. It is also not the comprehensive *Program of Studies for Science*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

### **Kentucky Academic Expectations for Science**

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 2:** *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.*

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| 2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.                                   | 2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed. |
| 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events. | 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.  |
| 2.3 Students identify and analyze systems and the ways their components work together or affect each other.  | 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.   |

### How is the *Core Content for Science Assessment* organized?

The *Science Core Content for Assessment, Version 4.1* is organized by grade level (end of primary – 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from Version 3.0, which was organized in grade spans. This version of the *Core Content for Science Assessment* includes ‘off year’ content standards as well as content for the assessed grades (four, seven and eleven).

This version of the *Core Content for Science Assessment* has been structured using organizers based on those found in the *ATLAS of Science Literacy (American Association for the Advancement of Science, 2001)*. Other national research-based resources used to make the determinations for content placement included *Benchmarks for Science Literacy* and *Science for All Americans*, which also were published by the American Association for the Advancement of Science (<http://www.aaas.org>) and the *National Science Education Standards (National Research Council, 1996)*.

### SUBDOMAINS with related ORGANIZERS

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
<b>Physical Science</b>	<ul style="list-style-type: none"> <li>• Structure and Transformation of Matter</li> <li>• Motion and Forces</li> </ul>	<b>Earth/Space Science</b>	<ul style="list-style-type: none"> <li>• The Earth and the Universe</li> </ul>
<b>Biological Science</b>	<ul style="list-style-type: none"> <li>• Unity and Diversity</li> <li>• Biological Change</li> </ul>	<b>Unifying Concepts</b>	<ul style="list-style-type: none"> <li>• Energy Transformations</li> <li>• Interdependence</li> </ul>

Each section has a narrative describing the organizer showing how the conceptual development of key concepts should spiral through the K-12 grades, and highlighting the unifying themes (Academic Expectations) and process skills that will provide rigor and help students to understand the content.

The *Core Content for Science Assessment Version 4.1* includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student’s deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students



to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items inside the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Science Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

### **What do the codes for the *Core Content for Science Assessment* mean?**

Each content standard is preceded by a code. The code begins with SC for science and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer, and sequential standard, respectively. The codes used are listed below.

#### Grade Level Codes

EP = end of primary  
 04 = fourth grade  
 05 = fifth grade  
 06 = sixth grade  
 07 = seventh grade  
 08 = eighth grade

#### Subdomain

1 = Physical Science  
 2 = Earth/Space Science  
 3 = Biological Science  
 4 = Unifying Concepts

#### Organizer

1 = Structure and Transformation of Matter  
 2 = Motion and Forces  
 3 = The Earth and The Universe  
 4 = Unity and Diversity  
 5 = Biological Change  
 6 = Energy Transformations

HS = High school

7 = Interdependence

A typical code may look like SC-06-1.2.1. This means 6<sup>th</sup> grade science content in the subdomain of physical science, under the organizer of Motion and Forces, and it is the first standard listed for that organizer at that grade level.

SC-06-1.2.1

SC Science (domain)

06 Sixth Grade

1 Physical Science (subdomain)

2 Motion and Forces (organizer)

1 (first standard)

<p><b>Structure and Transformation of Matter</b></p> <p>A basic understanding of matter is essential to the conceptual development of other big ideas in science. In the elementary years of conceptual development, students will be studying properties of matter and physical changes of matter at the macro level through direct observations, forming the foundation for subsequent learning. During the middle years, physical and chemical changes in matter are observed and students begin to relate these changes to the smaller constituents of matter—namely, atoms and molecules. By high school, students will be dealing with evidence from both direct and indirect observations (microscopic level and smaller) to consider theories related to change and conservation of matter. The use of models (and an understanding of their scales and limitations) is an effective means of learning about the structure of matter. Looking for patterns in properties is also critical to comparing and explaining differences in matter.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>Physical Science</b></p>		
<p><b>SC-EP-1.1.1</b>  <b>Students will classify material objects by their properties providing evidence to support their classifications.</b></p> <p><b>Objects are made of one or more materials such as paper, wood and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>		<p><b>SC-05-1.1.1</b>  <b>Students will describe the physical properties of substances (e.g., boiling point, solubility, density).</b></p> <p><b>A substance has characteristic physical properties (e.g., boiling point, solubility, density) that are independent of the amount of the sample.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SC-EP-1.1.2</i>  <i>Students will understand that objects have many observable properties such as size, mass, shape, color, temperature, magnetism and the ability to interact and/or to react with other substances. Some properties can be measured using tools such as metric rulers, balances and thermometers.</i></p>		

<p><b>SC-EP-1.1.3</b>  <b>Students will describe the properties of water as it occurs as a solid, liquid or gas.</b></p> <p><b>Matter (water) can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-1.1.1</b>  <b>Students will explain how matter, including water, can be changed from one state to another.</b></p> <p><b>Materials can exist in different states--solid, liquid and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling. Resulting cause and effect relationships should be explored, described and predicted.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	
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<b>Motion and Forces</b>		
<p>Whether observing airplanes, baseballs, planets or people, the motion of all bodies is governed by the same basic rules. In the elementary years of conceptual development, students need multiple opportunities to experience, observe and describe (in words and pictures) motion, including factors (pushing and pulling) that affect motion. At the middle level, qualitative descriptions of the relationship between forces and motion will provide the foundation for quantitative applications of Newton’s Laws. These ideas are more fully developed at the high school level along with the use of models to support evidence of motion in abstract or invisible phenomena such as electromagnetism.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Physical Science</b>		
<p><b>SC-EP-1.2.1</b>  <b>Students will describe and make inferences about the interactions of magnets with other magnets and other matter (e.g., magnets can make some things move without touching them).</b></p> <p>Magnets have observable properties that allow them to attract and repel each other and attract certain kinds of other materials (e.g., iron). Based on the knowledge of the basic properties of magnets, predictions can be made and conclusions drawn about their interactions with other common objects.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-04-1.2.1</b>  <b>Students will interpret or represent data related to an object’s straight-line motion in order to make inferences and predictions of changes in position and/or time.</b></p> <p>An object’s motion can be described by measuring its change in position over time such as rolling different objects (e.g., spheres, toy cars) down a ramp. Collecting and representing data related to an object’s motion provides the opportunity to make comparisons and draw conclusions.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-1.2.1</b>  <b>Students will interpret data in order to make qualitative (e.g., fast, slow, forward, backward) and quantitative descriptions and predictions about the straight-line motion of an object.</b></p> <p>The motion of an object can be described by its relative position, direction of motion and speed. That motion can be measured and represented on a graph.</p> <p style="text-align: right;"><b>DOK 3</b></p>

<p><b>SC-EP-1.2.2</b>  <b>Students will describe the change in position over time (motion) of an object.</b></p> <p>An object’s motion can be observed, described, compared and graphed by measuring its change in position over time.  <b>DOK 2</b></p>	<p><b>SC-04-1.2.2</b>  <b>Students will infer causes and effects of pushes and pulls (forces) on objects based on representations or interpretations of straight-line movement/motion in charts, graphs and qualitative comparisons.</b></p> <p>The position and motion of objects can be changed by pushing or pulling. The amount of change is related to the force (defined as the strength of the push or pull) and the mass of the object(s) used. The force with which a ball is hit illustrates this principle. Cause and effect relationships, along with predicted consequences related to the strength of pushes and pulls (force) on an object’s position and motion should be explored and qualitatively compared.  <b>DOK 3</b></p>	<p><i>SC-05-1.2.2</i>  <i>Students will understand that forces are pushes and pulls, and that these pushes and pulls may be invisible (e.g., gravity, magnetism) or visible (e.g., friction, collisions).</i></p>
<p><b>SC-EP-1.2.3</b>  <b>Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls.</b></p> <p>The position and motion of objects can be changed by pushing or pulling, and can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces and motions, consequences of change can be predicted.  <b>DOK 2</b></p>		

<p><i>SC-EP-1.2.4</i>  <i>Students will understand that the position of an object can be described by locating it relative to another object or the background. The position can be described using phrases such as to the right, to the left, 50 cm from the other object.</i></p>		
	<p><b>SC-04-1.2.3</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• explain that sound is a result of vibrations, a type of motion;</li> <li>• describe pitch ( high, low) as a difference in sounds that are produced and relate that to the rate of vibration.</li> </ul> <p><b>Vibration is a type of motion that can be observed, described, measured and compared. Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration. The relationship between rates of vibration and produced sounds can be described and graphed.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	

**The Earth and the Universe**

The Earth system is in a constant state of change. These changes affect life on earth in many ways. Development of conceptual understandings about processes that shape the Earth begin at the elementary level with understanding what Earth materials are and that change occurs. At the middle level, students investigate how these changes occur. Finally, at the high school level, most of the emphasis is on why these changes occur. An understanding of systems and their interacting components will enable students to evaluate supporting theories of earth changes. At the heart of elementary students' initial understanding of the Earth's place in the universe is direct observation of the earth-sun-moon system. Students can derive important conceptual understandings about the system as they describe interactions resulting in shadows, moon phases and day and night. The use of models and observance of patterns to explain common phenomena is essential to building a conceptual foundation and supporting ideas with evidence at all levels. In middle school, students begin to look beyond what can be directly observed as they explore the earth-sun-moon system, as well as the rest of our solar system, employing the concept of scale within their models. Patterns play an important role as students seek to develop a conceptual understanding of gravity in their world and in the universe. High school is the time to bring all of the ideas together to look at the universe as a whole. Students will use evidence to evaluate and analyze theories related to the origin of the universe and all components of the universe.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Earth/Space Science</b>		
<p><b>SC-EP-2.3.1</b>  <b>Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.</b></p> <p>Earth materials include solid rocks and soils, water and the gases of the atmosphere. Minerals that make up rocks have properties of color, luster and hardness. Soils have properties of color, texture, the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-2.3.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• classify earth materials by the ways that they are used;</li> <li>• explain how their properties make them useful for different purposes.</li> </ul> <p>Earth materials provide many of the resources humans use. The varied materials have different physical properties that can be used to describe, separate, sort and classify them. Inferences about the unique properties of the earth materials yield ideas about their usefulness. For example, some are useful as building materials (e.g., stone, clay, marble), some as sources of fuel (e.g., petroleum, natural gas), or some for growing the plants we use as food.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-05-2.3.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe the circulation of water (evaporation and condensation) from the surface of the Earth, through the crust, oceans and atmosphere (water cycle);</li> <li>• explain how matter is conserved in this cycle.</li> </ul> <p>Water, which covers the majority of the Earth's surface, circulates through the crust, oceans and atmosphere in what is known as the water cycle. This cycle maintains the world's supply of fresh water. Students should have experiences that contribute to the understanding of evaporation, condensation and the conservation of matter.</p> <p style="text-align: right;"><b>DOK 2</b></p>



<p><b>SC-EP-2.3.2</b>  <b>Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.</b></p> <p><b>Weather changes from day to day and over seasons. Weather can be described using observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Simple predictions can be made by analyzing collected data for patterns.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-2.3.2</b>  <b>Students will describe and explain consequences of changes to the surface of the Earth, including some common fast changes (e.g., landslides, volcanic eruptions, earthquakes), and some common slow changes (e.g., erosion, weathering).</b></p> <p><b>The surface of the Earth changes. Some changes are due to slow processes such as erosion or weathering. Some changes are due to rapid processes such as landslides, volcanic eruptions and earthquakes. Analyzing the changes to identify cause and effect relationships helps to define and understand the consequences.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-2.3.2</b>  <b>Students will explain interactions of water with Earth materials and results of those interactions (e.g., dissolving minerals, moving minerals and gases).</b></p> <p><b>Water dissolves minerals and gases and may carry them to the oceans.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
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	<p><b>SC-04-2.3.3</b>  <b>Students will make generalizations and/or predictions about weather changes from day to day and over seasons based on weather data.</b></p> <p><b>Weather changes from day to day and over seasons. Weather can be described by observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Data can be displayed and used to make predictions.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-2.3.3</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>describe Earth’s atmosphere as a relatively thin blanket of air consisting of a mixture of nitrogen, oxygen and trace gases, including water vapor;</b></li> <li>• <b>analyze atmospheric data in order to draw conclusions about real life phenomena related to atmospheric changes and conditions.</b></li> </ul> <p><b>Earth is surrounded by a relatively thin blanket of air called the atmosphere. The atmosphere is a mixture of nitrogen, oxygen and trace gases that include water vapor. The atmosphere has different properties at different elevations. Conclusions based on the interpretation of atmospheric data can be used to explain real life phenomena (e.g., pressurized cabins in airplanes, mountain-climber’s need for oxygen).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
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<p><b>SC-EP-2.3.3</b> Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon).</p> <p>Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns and models should be used to describe real or apparent movements.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-2.3.4</b> Students will identify patterns, recognize relationships and draw conclusions about the Earth-Sun system by interpreting a variety of representations/models (e.g., diagrams, sundials, distance of sun above horizon) of the sun's apparent movement in the sky.</p> <p>Changes in movement of objects in the sky have patterns that can be observed, described and modeled. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. Data collected can be used to identify patterns, recognize relationships and draw conclusions about the Earth and Sun system.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-2.3.4</b> Students will:</p> <ul style="list-style-type: none"> <li>• analyze global patterns of atmospheric movement;</li> <li>• explain the basic relationships of patterns of atmospheric movement to local weather.</li> </ul> <p>Global patterns of atmospheric movement can be observed and/or analyzed by interpreting patterns within data. Atmospheric movements influence local weather. Oceans have a major effect on climate, because water in the oceans holds a large amount of heat. Related data can be used to predict change in weather and climate.</p> <p style="text-align: right;"><b>DOK 3</b></p>
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<p><b>SC-EP-2.3.4</b>  <b>Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement.</b></p> <p>Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SC-04-2.3.5</i>  <i>Students will understand that the moon appears to move across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</i></p>	<p><b>SC-05-2.3.5</b>  <b>Students will compare components of our solar system, including using models/representations that illustrate the system.</b></p> <p>Earth is the third planet from the Sun in a system that includes the moon, the Sun, eight other planets and their moons, and smaller objects. The Sun, an average star, is the central and largest body in the solar system. Models/diagrams provide understanding of scale within the solar system.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SC-EP-2.3.5</i>  <i>Students will understand that the moon appears to move across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</i></p>		

**Unity and Diversity**

All matter is comprised of the same basic elements, goes through the same kinds of energy transformations, and uses the same kinds of forces to move. Living organisms are no exception. Elementary students begin to observe the macroscopic features of organisms in order to make comparisons and classifications based upon likenesses and differences. Looking for patterns in the appearance and behavior of an organism leads to the notion that offspring are much like the parents, but not exactly alike. In middle school, students begin to compare, contrast and classify the microscopic features of organisms—the cells, as well as investigate reproduction as the essential process to the continuation of all species. Expected patterns of genetic traits are predicted. Distinctions are made between learned behaviors and inherited traits. At the high school level, an in-depth study of the specialization and chemical changes occurring at the cellular level builds upon the foundational ideas developed earlier to investigate DNA and effects of alterations in DNA for an individual organism as well as for a species. Emphasis at every level should be placed upon the understanding that while every living thing is composed of similar small constituents that combine in predictable ways, it is the subtle variations within these small building blocks that account for both the likenesses and differences in form and function that create the diversity of life.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Biological Science</b>		
<p><b>SC-EP-3.4.1</b>  <b>Students will explain the basic needs of organisms.</b></p> <p><b>Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-3.4.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>compare the different structures and functions of plants and animals that contribute to the growth, survival and reproduction of the organisms;</b></li> <li>• <b>make inferences about the relationship between structure and function in organisms.</b></li> </ul> <p><b>Each plant or animal has structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. Evidence about the relationship between structure and function should be used to make inferences and draw conclusions.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-3.4.1</b>  <b>Students will describe and compare living systems to understand the complementary nature of structure and function.</b></p> <p><b>Observations and comparisons of living systems at all levels of organization illustrate the complementary nature of structure and function. Important levels of organization for structure and function include cells, tissues, organs, organ systems, organisms (e.g., bacteria, protists, fungi, plants, animals), and ecosystems. Examining the relationship between structure and function provides a basis for comparisons and classification schemes.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><i>SC-EP-3.4.2</i>  <i>Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).</i></p>	<p><i>SC-04-3.4.2</i>  <i>Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).</i></p>	<p><b>SC-05-3.4.2</b>  <b>Students will explain the essential functions of cells necessary to sustain life.</b></p> <p><b>Cells carry on the many functions needed to sustain life. Models of cells, both physical and analogical, promote understanding of their structures and functions. Cells grow and divide, thereby producing more cells. This requires that they take in nutrients, which provide energy for the work that cells do and make the materials that a cell needs.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>SC-EP-3.4.3</b>  <b>Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival.</b></p> <p><b>Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. These observable structures should be explored to sort, classify, compare and describe organisms.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-3.4.3</b>  <b>Students will compare a variety of life cycles of plants and animals in order to classify and make inferences about an organism.</b></p> <p><b>Plants and animals have life cycles that include the beginning of life, growth and development, reproduction and death. The details of a life cycle are different for different organisms. Models of organisms' life cycles should be used to classify and make inferences about an organism.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><i>SC-05-3.4.3</i>  <i>Students will understand that all organisms are composed of cells, the fundamental unit of life. Most organisms are single cells; other organisms, including plants and animals are multicellular.</i></p>

<p><b>SC-EP-3.4.4</b>  <b>Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism.</b></p> <p>Plants and animals have life cycles that include the beginning of life, growth and development, reproduction and death. The details of a life cycle are different for different organisms. Observations of different life cycles should be made in order to identify patterns and recognize similarities and differences.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-3.4.4</b>  <b>Students will identify some characteristics of organisms that are inherited from the parents and others that are learned from interactions with the environment.</b></p> <p>Observations of plants and animals yield the conclusion that organisms closely resemble their parents at some time in their life cycle. Some characteristics (e.g., the color of flowers, the number of appendages) are passed to offspring. Other characteristics are learned from interactions with the environment, such as the ability to ride a bicycle, and these cannot be passed on to the next generation. Explorations related to inherited versus learned characteristics should offer opportunities to collect data and draw conclusions about various groups of organisms.</p> <p style="text-align: right;"><b>DOK 2</b></p>	
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<p><b>Biological Change</b></p> <p>The only thing certain is that everything changes. Elementary students build a foundational knowledge of change by observing slow and fast changes caused by nature in their own environment, noting changes that humans and other organisms cause in their environment and observing fossils found in or near their environment. At the middle school level, students study relationships among populations and ecosystems that contribute to the success or demise of a specific population or species. Students construct basic explanations that can account for the great diversity among organisms. The stage is set for high school students to evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years (<i>Science for All Americans, p. 67</i>).</p>		
<p><b>End of Primary</b></p>	<p><b>4<sup>th</sup> Grade</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p><b>Biological Science</b></p>		
<p><b>SC-EP-3.5.1</b>  <b>Students will describe fossils as evidence of organisms that lived long ago, some of which may be similar to others that are alive today.</b></p> <p>Fossils found in Earth materials provide evidence about organisms that lived long ago and the nature of the environment at that time. Representations of fossils provide the basis for describing and drawing conclusions about the organisms and basic environments represented by them.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-04-3.5.1</b>  <b>Students will use representations of fossils to:</b></p> <ul style="list-style-type: none"> <li>• draw conclusions about the nature of the organisms and the basic environments that existed at the time;</li> <li>• make inferences about the relationships to organisms that are alive today.</li> </ul> <p>Fossils found in Earth materials provide evidence about organisms that lived long ago and the nature of the environment at that time. Representations of fossils provide the basis for describing and drawing conclusions about the organisms and basic environments represented by them.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-3.5.1</b>  <b>Students will describe cause and effect relationships between enhanced survival/reproductive success and particular biological adaptations (e.g., changes in structures, behaviors, and/or physiology) to generalize about the diversity of populations of organisms.</b></p> <p>Biological change over time accounts for the diversity of populations developed through gradual processes over many generations. Examining cause and effect relationships between enhanced survival/reproductive success and biological adaptations (e.g., changes in structures, behaviors, and/or physiology), based on evidence gathered, creates the basis for explaining diversity.</p> <p style="text-align: right;"><b>DOK 2</b></p>



		<p><i>SC-05-3.5.2</i> <i>Students will understand that all organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.</i></p>
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<p><b>Energy Transformations</b></p> <p>Energy transformations are inherent in almost every system in the universe—from tangible examples at the elementary level, such as heat production in simple earth and physical systems to more abstract ideas beginning at middle school, such as those transformations involved in the growth, dying and decay of living systems. The use of models to illustrate the often invisible and abstract notions of energy transfer will aid in conceptualization, especially as students move from the macroscopic level of observation and evidence (primarily elementary school) to the microscopic interactions at the atomic level (middle and high school levels). Students in high school expand their understanding of constancy through the study of a variety of phenomena. Conceptual understanding and application of the laws of thermodynamics connect ideas about matter with energy transformations within all living, physical and earth systems.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>Unifying Concepts</b></p>		
<p><b>SC-EP-4.6.1</b>                      Students will describe basic relationships of plants and animals in an ecosystem (food chains).</p> <p>Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains can be used to discover patterns within ecosystems.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-4.6.1</b>                      Students will analyze patterns and make generalizations about the basic relationships of plants and animals in an ecosystem (food chain).</p> <p>Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains, including the flow of energy, can be used to discover patterns within ecosystems.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-05-4.6.1</b>                      Students will:</p> <ul style="list-style-type: none"> <li>• classify energy phenomena as kinetic or potential;</li> <li>• describe the transfer of energy occurring in simple systems or related data.</li> </ul> <p>Energy can be classified as kinetic or potential. Energy is a property of many substances and energy can be found in several different forms. For example, chemical energy as found in food we eat or in the gasoline we burn in our car. Heat, light (solar), sound, electrical energy and the energy associated with motion (called kinetic energy) are examples of other forms of energy. Objects can have energy simply by virtue of their position, called potential energy. Energy is transferred in many ways. Analyzing simple systems can provide the basis for describing the transfer of energy occurring within the system.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>SC-EP-4.6.2</b> Students will describe evidence of the sun providing light and heat to the Earth.</p> <p>Simple observations and investigations begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Based on those experiences, the conclusion can be drawn that the Sun's light and heat are necessary to sustain life on Earth. DOK 2</p>	<p><b>SC-04-4.6.2</b> Students will:</p> <ul style="list-style-type: none"> <li>analyze data/evidence of the Sun providing light and heat to earth;</li> <li>use data/evidence to substantiate the conclusion that the Sun's light and heat are necessary to sustaining life on Earth.</li> </ul> <p>Simple observations, experiments and data collection begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Evidence collected and analyzed should be used to substantiate the conclusion that the sun's light and heat are necessary to sustain life on Earth. DOK 3</p>	<p><i>SC-05-4.6.2</i> <i>Students will understand that the Sun is a major source of energy for changes on Earth's surface. The Sun loses energy by emitting light. A tiny fraction of that light reaches Earth, transferring energy from the Sun to Earth.</i></p>
<p><b>SC-EP-4.6.3</b> Students will analyze models of basic electrical circuits using batteries, bulbs and wires, in order to determine whether a simple circuit is open or closed.</p> <p>Electricity in circuits can produce light. Describing and comparing models demonstrates basic understanding of circuits. DOK 2</p>	<p><b>SC-04-4.6.3</b> Students will evaluate a variety of models/representations of electrical circuits (open, closed, series, and/or parallel) to:</p> <ul style="list-style-type: none"> <li>make predictions related to changes in the system;</li> <li>compare the properties of conducting and non-conducting materials.</li> </ul> <p>Electricity in circuits can produce light, heat and sound. Electrical circuits require a complete conducting path through which an electrical current can pass. Analysis of a variety of circuit models creates an opportunity to make predictions about circuits, as well as to demonstrate an understanding of the concepts of open and closed circuits and basic conducting and non-conducting materials. DOK 3</p>	<p><b>SC-05-4.6.3</b> Students will:</p> <ul style="list-style-type: none"> <li>draw conclusions about the transfer of energy within models/representations of electrical circuits as evidenced by the heat, light, sound and magnetic effects that are produced;</li> <li>describe changes within the system that would affect the transfer of energy.</li> </ul> <p>Electrical circuits provide a means of transferring electrical energy. This transfer can be observed and described as heat, light, sound and magnetic effects are produced. Models and diagrams can be used to support conclusions and predict consequences of change within an electrical circuit. DOK 3</p>

<p><b>SC-EP-4.6.4</b>  <b>Students will describe light as traveling in a straight line until it strikes an object.</b></p> <p>Light can be observed and described as it travels in a straight line until it strikes an object.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-4.6.4</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• analyze models/representations of light in order to generalize about the behavior of light;</li> <li>• represent the path of light as it interacts with a variety of surfaces (reflecting, refracting, absorbing).</li> </ul> <p>Light can be observed as traveling in a straight line until it strikes an object. Light can be reflected by a shiny object (e.g., mirror, spoon), refracted by a lens (e.g., magnifying glass, eyeglasses), or absorbed by an object (e.g., dark surface).</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-05-4.6.4</b>  <b>Students will identify predictable patterns and make generalizations about light and matter interactions using data/evidence.</b></p> <p>Light energy interacts with matter by transmission (including refraction), absorption, or scattering (including reflection).</p> <p style="text-align: right;"><b>DOK 3</b></p>
	<p><b>SC-04-4.6.5</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• identify ways that heat can be produced (e.g. burning, rubbing) and properties of materials that conduct heat better than others;</li> <li>• describe the movement of heat between objects.</li> </ul> <p>Heat can be produced in many ways such as burning or rubbing. Heat moves from a warmer object to a cooler one by contact (conduction) or at a distance. Some materials absorb and conduct heat better than others. Simple investigations can illustrate that metal objects conduct heat better than wooden objects.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SC-05-4.6.5</i>  <i>Students will understand that heat energy moves in predictable ways, flowing from warmer objects to cooler ones, until both objects reach the same temperature. By examining cause and effect relationships, consequences of heat movement and conduction can be predicted and inferred.</i></p>

<p><b>Interdependence</b></p> <p>It is not difficult for students to grasp the general notion that species depend on one another and on the environment for survival. But their awareness must be supported by knowledge of the kinds of relationships that exist among organisms, the kinds of physical conditions that organisms must cope with, the kinds of environments created by the interaction of organisms with one another and their physical surroundings and the complexity of such systems. Elementary learners need to become acquainted with ecosystems that are easily observable to them by beginning to study the habitats of many types of local organisms. Students begin to investigate the survival needs of different organisms and how the environment affects optimum conditions for survival. In middle school, students should be guided from specific examples of the interdependency of organisms to a more systematic view of the interactions that take place among organisms and their surroundings. At the high school level, the concept of an ecosystem should bring coherence to the complex array of relationships among organisms and environments that students have encountered. Students growing understanding of systems in general will reinforce the concept of ecosystems. Stability and change in ecosystems can be considered in terms of variables such as population size, number and kinds of species, productivity and the effect of human intervention (<i>adapted from Benchmarks for Science Literacy, 1993</i>).</p>		
<p><b>End of Primary</b></p>	<p><b>4<sup>th</sup> Grade</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p><b>Unifying Concepts</b></p>		
<p><b>SC-EP-4.7.1</b>  <b>Students will describe the cause and effect relationships existing between organisms and their environments.</b></p> <p><b>The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and others die or move to new locations.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-04-4.7.1</b>  <b>Students will make predictions and/or inferences based on patterns of evidence related to the survival and reproductive success of organisms in particular environments.</b></p> <p><b>The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes some plants and animals survive and reproduce and others die or move to new locations. Examples of environmental changes resulting in either increase or decrease in numbers of a particular organism should be explored in order to discover patterns and resulting cause and effect relationships between organisms and their environments (e.g., structures and behaviors that make an organism suited to a particular environment). Connections and</b></p>	<p><b>SC-05-4.7.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>describe and categorize populations of organisms according to the function they serve in an ecosystem (e.g., producers, consumers, decomposers);</b></li> <li>• <b>draw conclusions about the effects of changes to populations in an ecosystem.</b></li> </ul> <p><b>Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some microorganisms are producers because they make their own food. All animals, including humans, are consumers, and obtain their food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships</b></p>

	<p>conclusions should be made based on the data.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p>among producers, consumers and decomposers in an ecosystem. Using data gained from observing interacting components within an ecosystem, the effects of changes can be predicted.</p> <p style="text-align: right;"><b>DOK 3</b></p>
	<p><b>SC-04-4.7.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe human interactions in the environment where they live;</li> <li>• classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions.</li> </ul> <p>All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams benefit some aquatic organisms but are detrimental to others). By evaluating the consequences of change using cause and effect relationships, solutions to real life situations/dilemmas can be proposed.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><i>SC-05-4.7.2</i>  <i>Students will understand that a population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem.</i></p>

<b>Structure and Transformation of Matter</b>		
<p>A basic understanding of matter is essential to the conceptual development of other big ideas in science. In the elementary years of conceptual development, students will be studying properties of matter and physical changes of matter at the macro level through direct observations, forming the foundation for subsequent learning. During the middle years, physical and chemical changes in matter are observed, and students begin to relate these changes to the smaller constituents of matter—namely, atoms and molecules. By high school, students will be dealing with evidence from both direct and indirect observations (microscopic level and smaller) to consider theories related to change and conservation of matter. The use of models (and an understanding of their scales and limitations) is an effective means of learning about the structure of matter. Looking for patterns in properties is also critical to comparing and explaining differences in matter.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Physical Science</b>		
<p><b>SC-M6 1.1.1</b>  <b>Students will explain how or why mixtures can be separated using physical properties.</b></p> <p>A mixture of substances often can be separated into the original substances by using one or more of its characteristic physical properties.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-1.1.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>classify substances according to their chemical/reactive properties;</b></li> <li>• <b>infer real life applications for substances based on chemical/reactive properties.</b></li> </ul> <p>In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways. The patterns, which allow classification, can be used to infer or understand real life applications for those substances.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-1.1.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>interpret models/representations of elements;</b></li> <li>• <b>classify elements based upon patterns in their physical (e.g., density, boiling point, solubility) and chemical (e.g., flammability, reactivity) properties.</b></li> </ul> <p>Models enhance understanding that an element is composed of a single type of atom. Organization/interpretation of data illustrates that when elements are listed according to the number of protons, repeating patterns of physical (e.g., density, boiling point, solubility) and chemical properties (e.g., flammability, reactivity), can be used to identify families of elements with similar properties.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>SC-06-1.1.2</b>  <b>Students will identify and describe evidence of chemical and physical changes in matter.</b></p> <p><b>In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways. The patterns that allow classification can be used to infer or understand real life applications for those substances.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-1.1.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>classify elements and compounds according to their properties;</b></li> <li>• <b>compare properties of different combinations of elements.</b></li> </ul> <p><b>Observations of simple experiments illustrate that the atoms of chemical elements do not break down during normal laboratory reactions such as heating, exposure to electric currents, or reaction with acids. Elements combine in many ways to produce compounds. Common patterns emerge when comparing and contrasting the properties of compounds to the elements from which they are made. Understanding of these patterns allows for evidence-based predictions of new or different combinations of elements/compounds.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SC-08-1.1.2</i>  <i>Students will understand that matter is made of minute particles called atoms, and atoms are composed of even smaller components. The components of an atom have measurable properties such as mass and electrical charge. Each atom has a positively charged nucleus surrounded by negatively charged electrons. The electric force between the nucleus and the electrons holds the atom together.</i></p>
		<p><i>SC-08-1.1.3</i>  <i>Students will understand that the atom's nucleus is composed of protons and neutrons that are much more massive than electrons.</i></p>



		<p><b>SC-08-1.1.4</b> <b>Students will describe interactions which cause the movement of each element among the solid Earth, oceans, atmosphere and organisms (biogeochemical cycles).</b></p> <p><b>Earth is a system containing essentially a fixed amount of each stable chemical atom or element that can exist in several different reservoirs. The interactions within the earth system cause the movement of each element among reservoirs in the solid Earth, oceans, atmosphere and organisms as part of biogeochemical cycles.</b></p> <p><b>DOK 2</b></p>
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<b>Motion and Forces</b>		
<p>Whether observing airplanes, baseballs, planets, or people, the motion of all bodies is governed by the same basic rules. In the elementary years of conceptual development, students need multiple opportunities to experience, observe and describe (in words and pictures) motion, including factors (pushing and pulling) that affect motion. At the middle level, qualitative descriptions of the relationship between forces and motion will provide the foundation for quantitative applications of Newton’s Laws. These ideas are more fully developed at the high school level along with the use of models to support evidence of motion in abstract or invisible phenomena such as electromagnetism.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Physical Science</b>		
<p><b>SC-06-1.2.1</b>  <b>Students will describe friction and make inferences about its effects on the motion of an object.</b></p> <p><i>When an unbalanced force (friction) acts on an object, the change in speed or direction depends on the size and direction of the force.</i></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-07-1.2.1</b>  <b>Students will explain the cause and effect relationship between simple observable motion and unbalanced forces.</b></p> <p><i>An object remains at rest or maintains a constant speed and direction of motion unless an unbalanced force acts on it (e.g., gravity). When an unbalanced force acts on an object, the change in speed or direction depends on the size and direction of the force.</i></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-1.2.1</b>  <b>Students will describe and explain the effects of balanced and unbalanced forces on motion as found in real-life phenomena.</b></p> <p><i>Objects change their motion only when a net force is applied. Newton’s Laws of Motion are used to describe the effects of forces on the motion of objects.</i></p> <p style="text-align: right;"><b>DOK 3</b></p>

**The Earth and the Universe**

The Earth system is in a constant state of change. These changes affect life on earth in many ways. Development of conceptual understandings about processes that shape the Earth begin at the elementary level with understanding *what* Earth materials are and that change occurs. At the middle level, students investigate *how* these changes occur. Finally, at the high school level, most of the emphasis is on *why* these changes occur. An understanding of systems and their interacting components will enable students to evaluate supporting theories of earth changes. At the heart of elementary students' initial understanding of the Earth's place in the universe is direct observation of the earth-sun-moon system. Students can derive important conceptual understandings about the system as they describe interactions resulting in shadows, moon phases and day and night. The use of models and observance of patterns to explain common phenomena is essential to building a conceptual foundation and supporting ideas with evidence at all levels. In middle school, students begin to look beyond what can be directly observed as they explore the earth-sun-moon system, as well as the rest of our solar system, employing the concept of scale within their models. Patterns play an important role as students seek to develop a conceptual understanding of gravity in their world and in the universe. High school is the time to bring all of the ideas together to look at the universe as a whole. Students will use evidence to evaluate and analyze theories related to the origin of the universe and all components of the universe.

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Earth/Space Science</b>		
<p><b>SC-06-2.3.1</b>  <b>Students will explain and predict phenomena (e.g., day, year, moon phases, eclipses) based on models/representations or data related to the motion of objects in the solar system (e.g., earth, sun, moon).</b></p> <p>Observations and investigations of patterns indicate that most objects in the solar system are in regular and predictable motion. Evaluation of this data explains such phenomena as the day, the year, phases of the moon and eclipses.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-07-2.3.1</b>  <b>Students will make inferences and predictions related to changes in the Earth's surface or atmosphere based on data/evidence.</b></p> <p>The Earth's processes we see today, including erosion, movement of lithospheric plates and changes in atmospheric composition, are predictable and similar to those that occurred in the past. Analysis of evidence from Earth's history substantiates the conclusion that the planet has also been influenced by occasional catastrophes such as the impact of an asteroid or comet.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-2.3.1</b>  <b>Students will describe various techniques for estimating geological time (radioactive dating, observing rock sequences, comparing fossils).</b></p> <p>Techniques used to estimate geological time include using radioactive dating, observing rock sequences and comparing fossils to correlate the rock sequences at various locations. Deductions can be made based on available data and observation of models as to the age of rocks/fossils.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>SC-06-2.3.2</b>  <b>Students will explain cause and effect relationships in the Rock cycle.</b></p> <p><b>Materials found in the lithosphere and mantle are changed in a continuous process called the rock cycle, which can be investigated using a variety of models.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-2.3.2</b>  <b>Students will explain the layers of the Earth and their interactions.</b></p> <p><b>The use of models/diagrams/graphs helps illustrate that the Earth is layered. The lithosphere is the thin crust and the upper part of the mantle. Lithospheric plates move slowly in response to movements in the mantle. There is a dense core at the center of the Earth.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SC-08-2.3.2</i>  <i>Students will understand that earthquakes and volcanic eruptions can be observed on a human time scale, but many processes, such as mountain building and plate movements, take place over hundreds of millions of years.</i></p>
<p><b>SC-06-2.3.3</b>  <b>Students will compare constructive and destructive forces on Earth in order to make predictions about the nature of landforms.</b></p> <p><b>Landforms are a result of a combination of constructive and destructive forces. Collection and analysis of data indicates that constructive forces include crustal deformation, faulting, volcanic eruption and deposition of sediment, while destructive forces include weathering and erosion.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-2.3.3</b>  <b>Students will describe the concept of gravity and the effect of gravitational force between the sun, moon and Earth.</b></p> <p><b>The gravitational pull of the Sun and moon on Earth’s oceans as the major cause of tides can be understood from generalizations based on evidence.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-08-2.3.3</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• explain the transfer of Earth’s internal heat in the mantle (crustal movement, hotspots, geysers);</li> <li>• describe the interacting components (convection currents) within the Earth’s system.</li> </ul> <p><b>The outward transfer of Earth’s internal heat drives convection circulation in the mantle. This causes the crustal plates to move on the face of the Earth.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
		<p><i>SC-08-2.3.4</i>  <i>Students will understand that the Sun, Earth and the rest of the solar system formed approximately 4.6 billion years ago.</i></p>

<b>Unity and Diversity</b>		
<p>All matter is comprised of the same basic elements, goes through the same kinds of energy transformations, and uses the same kinds of forces to move. Living organisms are no exception. Elementary students begin to observe the macroscopic features of organisms in order to make comparisons and classifications based upon likenesses and differences. Looking for patterns in the appearance and behavior of an organism leads to the notion that offspring are much like the parents, but not exactly alike. In middle school, students begin to compare, contrast and classify the microscopic features of organisms—the cells, as well as investigate reproduction as the essential process to the continuation of all species. Expected patterns of genetic traits are predicted. Distinctions are made between learned behaviors and inherited traits. At the high school level, an in-depth study of the specialization and chemical changes occurring at the cellular level builds upon the foundational ideas developed earlier to investigate DNA and effects of alterations in DNA for an individual organism as well as for a species. Emphasis at every level should be placed upon the understanding that while every living thing is composed of similar small constituents that combine in predictable ways, it is the subtle variations within these small building blocks that account for both the likenesses and differences in form and function that create the diversity of life.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Biological Science</b>		
<p><b>SC-06-3.4.1</b>  <b>Students will describe the relationship between cells, tissues and organs in order to explain their function in multicellular organisms.</b></p> <p><b>Specialized cells perform specialized functions in multicellular organisms. Groups of specialized cells cooperate to form tissues. Different tissues are, in turn, grouped together to form larger functional units called organs. Examination of cells, tissues and organs reveals that each type has a distinct structure and set of functions that serve the organism.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-07-3.4.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe the role of genes/chromosomes in the passing of information from one generation to another (heredity);</li> <li>• compare inherited and learned traits.</li> </ul> <p><b>Every organism requires a set of instructions for specifying its traits. This information is contained in genes located in the chromosomes of each cell that can be illustrated through the use of models. Heredity is the passage of these instructions from one generation to another and should be distinguished from learned traits.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-08-3.4.1</b>  <b>Students will explain the relationship between structure and function of the cell components using a variety of representations.</b></p> <p><b>Observations of cells and analysis of cell representations point out that cells have particular structures that underlie their function. Every cell is surrounded by a membrane that separates it from the outside world. Inside the cell is a concentrated mixture of thousands of different molecules that form a variety of specialized structures. These structures carry out specific cell functions.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

	<p><b>SC-07-3.4.2</b>  <b>Students will describe and compare sexual and asexual reproduction.</b></p> <p><b>Reproduction is a characteristic of all living systems and is essential to the continuation of every species as evidenced through observable patterns. A distinction should be made between organisms that reproduce asexually and those that reproduce sexually. In species that reproduce sexually, including humans and plants, male and female sex cells carrying genetic information unite to begin the development of a new individual.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SC-08-3.4.2</i>  <i>Students will understand that in the development of multicellular organisms, cells multiply (mitosis) and differentiate to form many specialized cells, tissues and organs. This differentiation is regulated through the expression of different genes.</i></p>
<p><b>SC-06-3.4.2</b>  <b>Students will make inferences about the factors influencing behavior based on data/evidence of various organism’s behaviors.</b></p> <p><b>Behavior is one kind of response an organism may make to an internal or environmental stimulus. Observations of organisms, data collection/analysis, support generalizations/conclusions that a behavioral response is a set of actions determined in part by heredity and in part from experience. A behavioral response requires coordination and communication at many levels including cells, organ systems and organisms.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>		<p><b>SC-08-3.4.3</b>  <b>Students will form or justify conclusions as to whether a response is innate or learned using data/evidence on behavioral responses to internal and external stimuli.</b></p> <p><b>Behavioral responses to internal changes and external stimuli can be innate or learned. Responses to external stimuli can result from interactions with the organism’s own species or other species, as well as environmental changes.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

		<p><b>SC-08-3.4.4</b> <b>Students will describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.</b></p> <p><b>Observations and patterns found within groups of organisms allow for biological classifications based on how organisms are related.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
		<p><i>SC-08-3.4.5</i> <i>Students will understand that multicellular animals have nervous systems that generate behavior. Nerve cells communicate with each other by secreting specific molecules.</i></p>

<b>Biological Change</b>		
<p>The only thing certain is that everything changes. Elementary students build a foundational knowledge of change by observing slow and fast changes caused by nature in their own environment, noting changes that humans and other organisms cause in their environment and observing fossils found in or near their environment. At the middle school level, students study relationships among populations and ecosystems that contribute to the success or demise of a specific population or species. Students construct basic explanations that can account for the great diversity among organisms. The stage is set for high school students to evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years (<i>Science for All Americans, p. 67</i>).</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Biological Science</b>		
<p><b>SC-06-3.5.1</b>  <b>Students will explain that biological change over time accounts for the diversity of species developed through gradual processes over many generations.</b></p> <p><b>Biological adaptations include changes in structures, behaviors, or physiology that enhance survival and reproductive success in a particular environment.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-3.5.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>describe the usefulness of fossil information to make conclusions about past life forms and environmental conditions;</b></li> <li>• <b>explain the cause and effect relationship of the extinction of a species and environmental changes.</b></li> </ul> <p><b>Extinction of species is common and occurs when the adaptive characteristics of a species are insufficient to allow its survival. Most of the species that have lived on Earth no longer exist. Fossils provide evidence of how environmental conditions and life have changed.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-3.5.1</b>  <b>Students will draw conclusions and make inferences about the consequences of change over time that can account for the similarities among diverse species.</b></p> <p><b>The consequences of change over time provide a scientific explanation for the fossil record of ancient life forms and for the striking molecular similarities observed among the diverse species of living organisms.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>SC-06-3.5.2</i>  <i>Students will understand that regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required to survive. Maintaining a stable internal environment is essential for an organism's survival.</i></p>		



<b>Energy Transformations</b>		
<p>Energy transformations are inherent in almost every system in the universe—from tangible examples at the elementary level, such as heat production in simple earth and physical systems to more abstract ideas beginning at middle school, such as those transformations involved in the growth, dying and decay of living systems. The use of models to illustrate the often invisible and abstract notions of energy transfer will aid in conceptualization, especially as students move from the macroscopic level of observation and evidence (primarily elementary school) to the microscopic interactions at the atomic level (middle and high school levels). Students in high school expand their understanding of constancy through the study of a variety of phenomena. Conceptual understanding and application of the laws of thermodynamics connect ideas about matter with energy transformations within all living, physical and earth systems.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Unifying Concepts</b>		
<p><b>SC-06-4.6.1</b>  <b>Students will describe or explain the cause and effect relationships between oceans and climate.</b></p> <p>Oceans have a major effect on climate, because water in the oceans holds a large amount of heat.</p> <p style="text-align: right;">DOK 2</p>	<p>SC-07-4.6.1                      Students will understand that Earth systems have sources of energy that are internal and external to the Earth. The Sun is the major external source of energy.</p>	<p><b>SC-08-4.6.1</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• explain the cause and effect relationships between global climate and energy transfer;</li> <li>• use evidence to make inferences or predictions about global climate issues.</li> </ul> <p>Global climate is determined by energy transfer from the Sun at and near Earth’s surface.</p> <p style="text-align: right;">DOK 3</p>
<p><b>SC-06-4.6.2</b>  <b>Students will describe:</b></p> <ul style="list-style-type: none"> <li>• the effect of the Sun’s energy on the Earth system;</li> <li>• the connection/relationship between the Sun’s energy and seasons.</li> </ul> <p>The Sun is the major source of energy for Earth. The water cycle, winds, ocean currents and growth of plants are affected by the Sun’s energy. Seasons result from variations in the amount of the Sun’s energy hitting Earth’s surface.</p> <p style="text-align: right;">DOK 3</p>	<p><b>SC-07-4.6.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe the transfer and/or transformations of energy which occur in examples that involve several different forms of energy (e.g., heat, electrical, light, motion of objects and chemical).</li> <li>• Explain, qualitatively or quantitatively, that heat lost by hot object equals the heat gained by cold object.</li> </ul> <p>The transfer and transformation of energy can be examined in a variety of</p>	<p><b>SC-08-4.6.2</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• describe or explain energy transfer and energy conservation;</li> <li>• evaluate alternative solutions to energy problems.</li> </ul> <p>Energy can be transferred in many ways, but it can neither be created nor destroyed.</p> <p style="text-align: right;">DOK 3</p>

	<p>real life examples. Models are an appropriate way to convey the abstract/invisible transfer of energy in a system.</p> <p>Heat energy is the disorderly motion of molecules. Heat can be transferred through materials by the collisions of atoms or across space by radiation. If the material is fluid, currents will be set up in it that aid the transfer of heat. To change something's speed, to bend or stretch things, to heat or cool them, to push things together, to expand or contract them or tear them apart all require transfers (and some transformations) of energy. Heat lost by hot object equals the heat gained by cold object. This is an energy conservation statement. Whenever hot and cold objects are put in contact, heat energy always transfers from the hot object to the cold object and this continues until all the mass is at the same temperature. Students should understand that heat produced by burning comes from the release of chemical energy of the substance.</p> <p style="text-align: right;">DOK 3</p>	
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<p><b>SC-06-4.6.3</b>  <i>Students will understand that, on its own, heat travels only from higher temperature object/region to lower temperature object or region. Heat will continue to flow in this manner until the objects reach the same temperature. For example, a cup of hot water will continue to cool down until it comes to the same temperature as the surrounding area. Usually when heat is transferred to or from an object, the temperature changes. The temperature increases if heat is added and the temperature decreases if the heat is removed.</i></p>		<p><b>SC-08-4.6.3</b>  <i>Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric, magnetic, gravitational).</i></p>
	<p><b>SC-07-4.6.3</b>  <i>Students will understand that waves are one way that energy is transferred. Types of waves include sound, light, earthquake, ocean and electromagnetic.</i></p>	<p><b>SC-08-4.6.4</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>analyze information/data about waves and energy transfer;</b></li> <li>• <b>describe the transfer of energy via waves in real life phenomena.</b></li> </ul> <p><b>Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
	<p><b>SC-07-4.6.4</b>  <b>Students will describe or represent the flow of energy in ecosystems, using data to draw conclusions about the role of organisms in an ecosystem.</b></p> <p><b>For most ecosystems, the major source of energy is sunlight. Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis. That energy then passes from organism in food webs.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-4.6.5</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>describe the relationships between organisms and energy flow in ecosystems (food chains and energy pyramids);</b></li> <li>• <b>explain the effects of change to any component of the ecosystem.</b></li> </ul> <p><b>Energy flows through ecosystems in one direction from photosynthetic organisms to herbivores to carnivores and decomposers.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

**Interdependence**

It is not difficult for students to grasp the general notion that species depend on one another and on the environment for survival. But their awareness must be supported by knowledge of the kinds of relationships that exist among organisms, the kinds of physical conditions that organisms must cope with, the kinds of environments created by the interaction of organisms with one another and their physical surroundings and the complexity of such systems. Elementary learners need to become acquainted with ecosystems that are easily observable to them by beginning to study the habitats of many types of local organisms. Students begin to investigate the survival needs of different organisms and how the environment affects optimum conditions for survival. In middle school, students should be guided from specific examples of the interdependency of organisms to a more systematic view of the interactions that take place among organisms and their surroundings. At the high school level, the concept of an ecosystem should bring coherence to the complex array of relationships among organisms and environments that students have encountered. Students growing understanding of systems in general will reinforce the concept of ecosystems. Stability and change in ecosystems can be considered in terms of variables such as population size, number and kinds of species, productivity and the effect of human intervention (*adapted from Benchmarks for Science Literacy, 1993*).

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Unifying Concepts</b>		
<p><b>SC-06-4.7.1</b>  <b>Students will describe the consequences of change in one or more abiotic factors on a population within an ecosystem.</b></p> <p><b>The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SC-07-4.7.1</b>  <b>Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors.</b></p> <p><b>The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SC-08-4.7.1</b>  <b>Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.</b></p> <p><b>Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

		<p><b>SC-08-4.7.2</b> <b>Students will:</b></p> <ul style="list-style-type: none"><li>• explain the interactions of the components of the Earth system (e.g., solid Earth, oceans, atmosphere, living organisms);</li><li>• propose solutions to detrimental interactions.</li></ul> <p><b>Interactions among the solid Earth, the oceans, the atmosphere and living things have resulted in the ongoing development of a changing Earth system.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
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<p><b>Structure and Transformation of Matter</b></p> <p>A basic understanding of matter is essential to the conceptual development of other big ideas in science. In the elementary years of conceptual development, students will be studying properties of matter and physical changes of matter at the macro level through direct observations, forming the foundation for subsequent learning. During the middle years, physical and chemical changes in matter are observed and students begin to relate these changes to the smaller constituents of matter—namely, atoms and molecules. By high school, students will be dealing with evidence from both direct and indirect observations (microscopic level and smaller) to consider theories related to change and conservation of matter. The use of models (and an understanding of their scales and limitations) is an effective means of learning about the structure of matter. Looking for patterns in properties is also critical to comparing and explaining differences in matter.</p>	
<p><b>High School</b></p>	
<p><b>Physical Science</b></p>	
<p><b>SC-HS-1.1.1</b>  <b>Students will classify or make generalizations about elements from data of observed patterns in atomic structure and/or position on the periodic table.</b>  <b>The periodic table is a consequence of the repeating pattern of outermost electrons.</b></p>	<p><b>DOK 2</b></p>
<p><i>SC-HS-1.1.2</i>  <i>Students will understand that the atom's nucleus is composed of protons and neutrons that are much more massive than electrons. When an element has atoms that differ in the number of neutrons, these atoms are called different isotopes of the element.</i></p>	
<p><i>SC-HS-1.1.3</i>  <i>Students will understand that solids, liquids and gases differ in the distances between molecules or atoms and therefore the energy that binds them together. In solids, the structure is nearly rigid; in liquids, molecules or atoms move around each other but do not move apart; and in gases, molecules or atoms move almost independently of each other and are relatively far apart. The behavior of gases and the relationship of the variables influencing them can be described and predicted.</i></p>	
<p><i>SC-HS-1.1.4</i>  <i>Students will understand that in conducting materials, electrons flow easily; whereas, in insulating materials, they can hardly flow at all. Semiconducting materials have intermediate behavior. At low temperatures, some materials become superconductors and offer no resistance to the flow of electrons.</i></p>	
<p><b>SC-HS-1.1.5</b>  <b>Students will explain the role of intermolecular or intramolecular interactions on the physical properties (solubility, density, polarity, conductivity, boiling/melting points) of compounds.</b>  <b>The physical properties of compounds reflect the nature of the interactions among molecules. These interactions are determined by the structure of the molecule including the constituent atoms.</b></p>	<p><b>DOK 2</b></p>

**SC-HS-1.1.6****Students will:**

- identify variables that affect reaction rates;
- predict effects of changes in variables (concentration, temperature, properties of reactants, surface area and catalysts) based on evidence/data from chemical reactions.

Rates of chemical reactions vary. Reaction rates depend on concentration, temperature and properties of reactants. Catalysts speed up chemical reactions.

**DOK 3****SC-HS-1.1.7****Students will:**

- construct diagrams to illustrate ionic or covalent bonding;
- predict compound formation and bond type as either ionic or covalent (polar, nonpolar) and represent the products formed with simple chemical formulas.

Bonds between atoms are created when outer electrons are paired by being transferred (ionic) or shared (covalent). A compound is formed when two or more kinds of atoms bind together chemically.

**DOK 2****SC-HS-1.1.8****Students will:**

- explain the importance of chemical reactions in a real-world context;
- justify conclusions using evidence/data from chemical reactions.

Chemical reactions (e.g., acids and bases, oxidation, combustion of fuels, rusting, tarnishing) occur all around us and in every cell in our bodies. These reactions may release or absorb energy.

**DOK 3**

**Motion and Forces**

Whether observing airplanes, baseballs, planets or people, the motion of all bodies is governed by the same basic rules. In the elementary years of conceptual development, students need multiple opportunities to experience, observe and describe (in words and pictures) motion, including factors (pushing and pulling) that affect motion. At the middle level, qualitative descriptions of the relationship between forces and motion will provide the foundation for quantitative applications of Newton's Laws. These ideas are more fully developed at the high school level along with the use of models to support evidence of motion in abstract or invisible phenomena such as electromagnetism.

**High School****Physical Science****SC-HS-1.2.1**

**Students will:**

- **select or construct accurate and appropriate representations for motion (visual, graphical and mathematical);**
- **defend conclusions/explanations about the motion of objects and real-life phenomena from evidence/data.**

**Objects change their motion only when a net force is applied. Newton's Laws of motion are used to describe the effects of forces on the motion of objects. Conservation of mechanical energy and conservation of momentum may also be used to predict motion.**

**DOK 3****SC-HS-1.2.2**

**Students will:**

- **explain the relationship between electricity and magnetism;**
- **propose solutions to real life problems involving electromagnetism.**

**Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces or "fields" and moving magnets produce electric forces or "fields". This idea underlies the operation of electric motors and generators.**

**DOK 3***SC-HS-1.2.3*

*Students will understand that the electric force is a universal force that exists between any two charged objects. Opposite charges attract while like charges repel.*



### **The Earth and the Universe**

The Earth system is in a constant state of change. These changes affect life on earth in many ways. Development of conceptual understandings about processes that shape the Earth begin at the elementary level with understanding *what* Earth materials are and that change occurs. At the middle level, students investigate *how* these changes occur. Finally, at the high school level, most of the emphasis is on *why* these changes occur. An understanding of systems and their interacting components will enable students to evaluate supporting theories of earth changes. At the heart of elementary students' initial understanding of the Earth's place in the universe is direct observation of the earth-sun-moon system. Students can derive important conceptual understandings about the system as they describe interactions resulting in shadows, moon phases and day and night. The use of models and observance of patterns to explain common phenomena is essential to building a conceptual foundation and supporting ideas with evidence at all levels. In middle school, students begin to look beyond what can be directly observed as they explore the earth-sun-moon system, as well as the rest of our solar system, employing the concept of scale within their models. Patterns play an important role as students seek to develop a conceptual understanding of gravity in their world and in the universe. High school is the time to bring all of the ideas together to look at the universe as a whole. Students will use evidence to evaluate and analyze theories related to the origin of the universe and all components of the universe.

#### **High School**

#### **Earth/Space Science**

##### **SC-HS-2.3.1**

**Students will:**

- **explain phenomena (falling objects, planetary motion, satellite motion) related to gravity;**
- **describe the factors that affect gravitational force.**

**Gravity is a universal force that each mass exerts on every other mass.**

**DOK 3**

##### **SC-HS-2.3.2**

**Students will:**

- **describe the current scientific theory of the formation of the universe (Big Bang) and its evidence;**
- **explain the role of gravity in the formation of the universe and its components.**

**The current and most widely accepted scientific theory of the mechanism of formation of the universe (Big Bang) places the origin of the universe at a time between 10 and 20 billion years ago, when the universe began in a hot dense state. According to this theory, the universe has been expanding since then. Early in the history of the universe, the first atoms to form were mainly hydrogen and helium. Over time, these elements clump together by gravitational attraction to form trillions of stars.**

**DOK 2**

<p><b>SC-HS-2.3.3</b>  <b>Students will explain the origin of the heavy elements in planetary objects (planets, stars). Some stars explode at the end of their lives, and the heavy elements they have created are blasted out into space to form the next generation of stars and planets.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SC-HS-2.3.4</i>  <i>Students will understand that stars have life cycles of birth through death that are analogous to those of living organisms. During their lifetimes, stars generate energy from nuclear fusion reactions that create successively heavier chemical elements.</i></p>
<p><i>SC-HS-2.3.5</i>  <i>Students will understand that the Sun, Earth and the rest of the solar system formed approximately 4.6 billion years ago from a nebular cloud of dust and gas.</i></p>
<p><b>SC-HS-2.3.6</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>compare the limitations/benefits of various techniques ( radioactive dating, observing rock sequences and comparing fossils) for estimating geological time;</b></li> <li>• <b>justify deductions about age of geologic features.</b></li> </ul> <p><b>Techniques used to estimate geological time include using radioactive dating, observing rock sequences and comparing fossils to correlate the rock sequences at various locations.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SC-HS-2.3.7</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>explain real-life phenomena caused by the convection of the Earth’s mantle;</b></li> <li>• <b>predict the consequences of this motion on humans and other living things on the planet.</b></li> </ul> <p><b>The outward transfer of Earth’s internal heat drives convection circulation in the mantle. This causes the crustal plates to move on the face of the Earth.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SC-HS-2.3.8</b>  <b>Students will predict consequences of both rapid (volcanoes, earthquakes) and slow (mountain building, plate movement) earth processes from evidence/data and justify reasoning.</b>  <b>The Earth’s surface is dynamic; earthquakes and volcanic eruptions can be observed on a human time scale, but many processes, such as mountain building and plate movements, take place over hundreds of millions of years.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

**Unity and Diversity**

All matter is comprised of the same basic elements, goes through the same kinds of energy transformations, and uses the same kinds of forces to move. Living organisms are no exception. Elementary students begin to observe the macroscopic features of organisms in order to make comparisons and classifications based upon likenesses and differences. Looking for patterns in the appearance and behavior of an organism leads to the notion that offspring are much like the parents, but not exactly alike. In middle school, students begin to compare, contrast and classify the microscopic features of organisms—the cells, as well as investigate reproduction as the essential process to the continuation of all species. Expected patterns of genetic traits are predicted. Distinctions are made between learned behaviors and inherited traits. At the high school level, an in-depth study of the specialization and chemical changes occurring at the cellular level builds upon the foundational ideas developed earlier to investigate DNA and effects of alterations in DNA for an individual organism as well as for a species. Emphasis at every level should be placed upon the understanding that while every living thing is composed of similar small constituents that combine in predictable ways, it is the subtle variations within these small building blocks that account for both the likenesses and differences in form and function that create the diversity of life.

**High School****Biological Science****SC-HS-3.4.1**

**Students will explain the role of DNA in protein synthesis.**

**Cells store and use information to guide their functions. The genetic information stored in DNA directs the synthesis of the thousands of proteins that each cell requires. Errors that may occur during this process may result in mutations that may be harmful to the organism.**

**DOK 3***SC-HS-3.4.2*

*Students will understand that most cell functions involve chemical reactions. Food molecules taken into cells react to provide the chemical constituents needed to synthesize other molecules. Both breakdown and synthesis are made possible by a large set of protein catalysts, called enzymes. The breakdown of some of the food molecules enables the cell to store energy in specific chemicals that are used to carry out the many functions of the cell.*

**SC-HS-3.4.3**

**Students will:**

- **describe cell regulation (enzyme function, diffusion, osmosis, homeostasis);**
- **predict consequences of internal/external environmental change on cell function/regulation.**

**Cell functions are regulated. Regulation occurs both through changes in the activity of the functions performed by proteins and through selective expression of individual genes. This regulation allows cells to respond to their internal and external environments and to control and coordinate cell growth and division.**

**DOK 2**

**SC-HS-3.4.4**

*Students will understand that plant cells contain chloroplasts, the site of photosynthesis. Plants and many microorganisms (e.g., Euglena) use solar energy to combine molecules of carbon dioxide and water into complex, energy-rich organic compounds and release oxygen to the environment. This process of photosynthesis provides a vital link between the Sun and energy needs of living systems.*

**SC-HS-3.4.5**

**Students will:**

- explain the relationship between sexual reproduction (meiosis) and the transmission of genetic information;
- draw conclusions/make predictions based on hereditary evidence/data (pedigrees, punnet squares).

**Multicellular organisms, including humans, form from cells that contain two copies of each chromosome. This explains many features of heredity. Transmission of genetic information through sexual reproduction to offspring occurs when male and female gametes, that contain only one representative from each chromosome pair, unite.**

**DOK 3****SC-HS-3.4.6**

*Students will understand that in all organisms and viruses, the instructions for specifying the characteristics are carried in nucleic acids. The chemical and structural properties of nucleic acids determine how the genetic information that underlies heredity is both encoded in genes and replicated.*

**SC-HS-3.4.7**

**Students will:**

- classify organisms into groups based on similarities;
- infer relationships based on internal and external structures and chemical processes.

**Biological classifications are based on how organisms are related. Organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their relationships. Species is the most fundamental unit of classification. Different species are classified by the comparison and analysis of their internal and external structures and the similarity of their chemical processes.**

**DOK 2****SC-HS-3.4.8**

*Students will understand that multicellular animals have nervous systems that generate behavior. Nerve cells communicate with each other by secreting specific molecules. Specialized cells in sense organs detect light, sound and specific chemicals enabling animals to monitor what is going on in the world around them.*

**Biological Change**

The only thing certain is that everything changes. Elementary students build a foundational knowledge of change by observing slow and fast changes caused by nature in their own environment, noting changes that humans and other organisms cause in their environment and observing fossils found in or near their environment. At the middle school level, students study relationships among populations and ecosystems that contribute to the success or demise of a specific population or species. Students construct basic explanations that can account for the great diversity among organisms. The stage is set for high school students to evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years (*Science for All Americans*, p. 67).

**High School****Biological Science****SC-HS-3.5.1**

**Students will:**

- predict the impact on species of changes to 1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, or (4) natural selection;
- propose solutions to real-world problems of endangered and extinct species.

**Species change over time. Biological change over time is the consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life and (4) natural selection. The consequences of change over time provide a scientific explanation for the fossil record of ancient life forms and for the striking molecular similarities observed among the diverse species of living organisms. Changes in DNA (mutations) occur spontaneously at low rates. Some of these changes make no difference to the organism, whereas others can change cells and organisms. Only mutations in germ cells have the potential to create the variation that changes an organism's future offspring.**

**DOK 3****SC-HS-3.5.2**

**Students will:**

- predict the success of patterns of adaptive behaviors based on evidence/data;
- justify explanations of organism survival based on scientific understandings of behavior.

**The broad patterns of behavior exhibited by organisms have changed over time through natural selection to ensure reproductive success. Organisms often live in unpredictable environments, so their behavioral responses must be flexible enough to deal with uncertainty and change. Behaviors often have an adaptive logic.**

**DOK 3**

### Energy Transformations

Energy transformations are inherent in almost every system in the universe—from tangible examples at the elementary level, such as heat production in simple earth and physical systems to more abstract ideas beginning at middle school, such as those transformations involved in the growth, dying and decay of living systems. The use of models to illustrate the often invisible and abstract notions of energy transfer will aid in conceptualization, especially as students move from the macroscopic level of observation and evidence (primarily elementary school) to the microscopic interactions at the atomic level (middle and high school levels). Students in high school expand their understanding of constancy through the study of a variety of phenomena. Conceptual understanding and application of the laws of thermodynamics connect ideas about matter with energy transformations within all living, physical and earth systems.

### High School

### Unifying Concepts

#### SC-HS-4.6.1

Students will:

- explain the relationships and connections between matter, energy, living systems and the physical environment;
- give examples of conservation of matter and energy.

As matter and energy flow through different organizational levels (e.g., cells, organs, organisms, communities) and between living systems and the physical environment, chemical elements are recombined in different ways. Each recombination results in storage and dissipation of energy into the environment as heat. Matter and energy are conserved in each change.

DOK 3

#### SC-HS-4.6.2

Students will:

- predict wave behavior and energy transfer;
- apply knowledge of waves to real life phenomena/investigations.

Waves, including sound and seismic waves, waves on water and electromagnetic waves, can transfer energy when they interact with matter. Apparent changes in frequency can provide information about relative motion.

DOK 3

**SC-HS-4.6.3**

*Students will understand that electromagnetic waves, including radio waves, microwaves, infrared radiation, visible light, ultraviolet radiation, x-rays and gamma rays result when a charged object is accelerated.*

**SC-HS-4.6.4**

**Students will:**

- describe the components and reservoirs involved in biogeochemical cycles ( water, nitrogen, carbon dioxide and oxygen);
- explain the movement of matter and energy in biogeochemical cycles and related phenomena.

The total energy of the universe is constant. Energy can change forms and/or be transferred in many ways, but it can neither be created nor destroyed. Movement of matter between reservoirs is driven by Earth's internal and external sources of energy. These movements are often accompanied by a change in physical and chemical properties of the matter. Carbon, for example, occurs in carbonate rocks such as limestone, in the atmosphere as carbon dioxide gas, in water as dissolved carbon dioxide and in all organisms as complex molecules that control the chemistry of life.

**DOK 3****SC-HS-4.6.5**

Students will describe and explain the role of carbon-containing molecules and chemical reactions in energy transfer in living systems. Living systems require a continuous input of energy to maintain their chemical and physical organization since the universal tendency is toward more disorganized states. The energy for life primarily derives from the Sun. Plants capture energy by absorbing light and using it to break weaker bonds in reactants (such as carbon dioxide and water) in chemical reactions that result in the formation of carbon-containing molecules. These molecules can be used to assemble larger molecules (e.g., DNA, proteins, sugars, fats). In addition, the energy released when these molecules react with oxygen to form very strong bonds can be used as sources of energy for life processes.

**DOK 3****SC-HS-4.6.6**

*Students will understand that heat is the manifestation of the random motion and vibrations of atoms.*

**SC-HS-4.6.7**

**Students will:**

- explain real world applications of energy using information/data;
- evaluate explanations of mechanical systems using current scientific knowledge about energy.

The universe becomes less orderly and less organized over time. Thus, the overall effect is that the energy is spread out uniformly. For example, in the operation of mechanical systems, the useful energy output is always less than the energy input; the difference appears as heat.

**DOK 2**

<p><b>SC-HS-4.6.8</b> <b>Students will:</b></p> <ul style="list-style-type: none"><li>• describe the connections between the functioning of the Earth system and its sources of energy (internal and external);</li><li>• predict the consequences of changes to any component of the Earth system.</li></ul> <p>Earth systems have sources of energy that are internal and external to the Earth. The Sun is the major external source of energy. Two primary sources of internal energy are the decay of radioactive isotopes and the gravitational energy from Earth's original formation.</p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SC-HS-4.6.9</b> <b>Students will:</b></p> <ul style="list-style-type: none"><li>• explain the cause and effect relationship between global climate and weather patterns and energy transfer (cloud cover, location of mountain ranges, oceans);</li><li>• predict the consequences of changes to the global climate and weather patterns.</li></ul> <p>Global climate is determined by energy transfer from the Sun at and near Earth's surface. This energy transfer is influenced by dynamic processes such as cloud cover and the Earth's rotation and static conditions such as the position of mountain ranges and oceans.</p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SC-HS-4.6.10</b> <b>Students will:</b></p> <ul style="list-style-type: none"><li>• identify the components and mechanisms of energy stored and released from food molecules (photosynthesis and respiration);</li><li>• apply information to real-world situations.</li></ul> <p>Energy is released when the bonds of food molecules are broken and new compounds with lower energy bonds are formed. Cells usually store this energy temporarily in the phosphate bonds of adenosine triphosphate (ATP). During the process of cellular respiration, some energy is lost as heat.</p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SC-HS-4.6.11</b> <b>Students will:</b></p> <ul style="list-style-type: none"><li>• explain the difference between alpha and beta decay, fission and fusion;</li><li>• identify the relationship between nuclear reactions and energy.</li></ul> <p>Nuclear reactions convert a fraction of the mass of interacting particles into energy, and they can release much greater amounts of energy than atomic interactions. Fission is the splitting of a large nucleus into smaller pieces. Fusion is the joining of two nuclei at extremely high temperature and pressure. Fusion is the process responsible for the energy of the Sun and other stars.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SC-HS-4.6.12</i> <i>Students will understand that the forces that hold the nucleus together, at nuclear distances, are usually stronger than the forces that would make it fly apart.</i></p>



**Interdependence**

It is not difficult for students to grasp the general notion that species depend on one another and on the environment for survival. But their awareness must be supported by knowledge of the kinds of relationships that exist among organisms, the kinds of physical conditions that organisms must cope with, the kinds of environments created by the interaction of organisms with one another and their physical surroundings and the complexity of such systems. Elementary learners need to become acquainted with ecosystems that are easily observable to them by beginning to study the habitats of many types of local organisms. Students begin to investigate the survival needs of different organisms and how the environment affects optimum conditions for survival. In middle school, students should be guided from specific examples of the interdependency of organisms to a more systematic view of the interactions that take place among organisms and their surroundings. At the high school level, the concept of an ecosystem should bring coherence to the complex array of relationships among organisms and environments that students have encountered. Students growing understanding of systems in general will reinforce the concept of ecosystems. Stability and change in ecosystems can be considered in terms of variables such as population size, number and kinds of species, productivity and the effect of human intervention (*adapted from Benchmarks for Science Literacy, 1993*).

**High School****Unifying Concepts****SC-HS-4.7.1****Students will:**

- **analyze relationships and interactions among organisms in ecosystems;**
- **predict the effects on other organisms of changes to one or more components of the ecosystem.**

**Organisms both cooperate and compete in ecosystems. Often changes in one component of an ecosystem will have effects on the entire system that are difficult to predict. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years.**

**DOK 3****SC-HS-4.7.2****Students will:**

- **evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction;**
- **justify positions using evidence/data.**

**Human beings live within the world's ecosystems. Human activities can deliberately or inadvertently alter the dynamics in ecosystems. These activities can threaten current and future global stability and, if not addressed, ecosystems can be irreversibly affected.**

**DOK 3****SC-HS-4.7.3****Students will:**

- **predict the consequences of changes to any component (atmosphere, solid Earth, oceans, living things) of the Earth System;**
- **propose justifiable solutions to global problems.**

**Interactions among the solid Earth, the oceans, the atmosphere and living things have resulted in the ongoing development of a changing Earth system.**

**DOK 3**

***SC-HS-4.7.4***

*Students will understand that evidence for one-celled forms of life, the bacteria, extends back more than 3.5 billion years. The changes in life over time caused dramatic changes in the composition of the Earth's atmosphere, which did not originally contain oxygen.*

**SC-HS-4.7.5**

**Students will:**

- **predict the consequences of changes in resources to a population;**
- **select or defend solutions to real-world problems of population control.**

**Living organisms have the capacity to produce populations of infinite size. However, behaviors, environments and resources influence the size of populations. Models (e.g., mathematical, physical, conceptual) can be used to make predictions about changes in the size or rate of growth of a population.**

**DOK 3**

# **Core Content for Social Studies Assessment**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction

### Core Content for Social Studies Assessment

#### What is the Core Content for Social Studies Assessment?

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Social Studies Assessment Version 4.1* represents the social studies content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Social Studies Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) beginning in 2007.

The *Core Content for Social Studies Assessment* is not intended to represent the comprehensive local curriculum for social studies assessment and instruction. It is also not the comprehensive *Program of Studies for Social Studies*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

The goal of social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various subdomains of social studies (Government and Civics, Cultures and Societies, Economics, Geography, Historical Perspective).

#### Kentucky Academic Expectations for Social Studies

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

**Goal 2:** *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living and vocational studies to what they will encounter throughout their lives.*

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.15	<i>Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</i>	2.19	Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.
2.16	Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.	2.20	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
2.17	Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.	2.21	(Incorporated into 2.16)

### How is the Core Content for Social Studies Assessment organized?

The *Social Studies Core Content for Assessment Version 4.1* is organized by grade levels (end of primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the 3.0 Version, which was organized in grade spans. This version of the *Core Content for Social Studies Assessment* includes ‘off year’ content standards as well as content for the assessed grades (five, eight, and eleven).

Each of the five subdomains (Government/Civics, Cultures/Societies, Economics, Geography, Historical Perspective) is further divided into “organizers” that reflect the conceptual nature of social studies. These organizers are used across grades/levels (elementary--assessment at grade 5, middle level--assessment at grade 8, and high school--assessment at grade 11).

### SUBDOMAINS with related ORGANIZERS

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
<b>Government &amp; Civics</b>	<ul style="list-style-type: none"> <li>• Formation of Governments</li> <li>• Constitutional Principles</li> <li>• Rights and Responsibilities</li> </ul>	<b>Geography</b>	<ul style="list-style-type: none"> <li>• The Use of Geographic Tools</li> <li>• Regions</li> <li>• Patterns</li> <li>• Human-Environment Interaction</li> </ul>

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
<b>Cultures &amp; Societies</b>	<ul style="list-style-type: none"> <li>• Elements of Culture</li> <li>• Social Institutions</li> <li>• Interactions Among Individuals and Groups</li> </ul>	<b>Historical Perspective</b>	<ul style="list-style-type: none"> <li>• The Factual and Interpretive Nature of History</li> <li>• The History of the United States</li> <li>• The History of the World</li> </ul>
<b><u>Economics</u></b>	<ul style="list-style-type: none"> <li>• Scarcity</li> <li>• Economic Systems and Institutions</li> <li>• Markets</li> <li>• Production, Distributions, and Consumption</li> </ul>		

Core Content standards under each organizer highlight the grade level differences. The Core Content standards are usually aligned across grade levels to show the spiraling curriculum of social studies where a concept is introduced in elementary school and further developed in middle and high school. The numbers may be different but the concept usually spirals.

The Core Content for Assessment includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items within the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Social Studies Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

**Note to sixth grade teachers:** It is very important when studying geography for students to understand the organizers and be able to apply them across world regions (e.g., Europe, Russia, Middle East, Asia, South Pacific, Africa, and the Americas). When teachers are studying Asia, for example, they should look for examples in Asia of the geographic organizers and not focus on every country within Asia. For example, consider the organizer, “Regions.” When applying this organizer to the study of Asia, students should explore the human and physical characteristics that help to define Asia as a world region. It would be impossible for teachers to explore every country within Asia, apply each core content standard, and accomplish anything but a superficial study of the region. However, a deep study of the organizers supported by the core content standards is recommended. The application of the organizers should be focused on the present day.

As teachers use the *Core Content for Social Studies Assessment* to make curricular decisions, they need to incorporate all five subdomains of the social studies.

### What do the codes for the Core Content for Social Studies Assessment mean?

Each content standard is preceded by a code. The code begins with SS for Social Studies and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer, and sequential standard, respectively. The grade level codes used are listed below.

<u>Grade Level Codes</u>	<u>Subdomains</u>	<u>Organizers</u>
EP = end of primary	1 = Government & Civics	1 = Formation of Governments
04 = fourth grade		2 = Constitutional Principles
05 = fifth grade		3 = Rights and Responsibilities
06 = sixth grade	2 = Cultures & Societies	1 = Elements of Culture
07 = seventh grade		2 = Social Institutions
08 = eighth grade		3 = Interactions Among Individuals and Groups
HS = high school	3 = Economics	1 = Scarcity
		2 = Economic Systems and Institutions
		3 = Markets
	4 = Geography	4 = Production, Distributions and Consumption
		1 = The Use of Geographic Tools
		2 = Regions
		3 = Patterns
		4 = Human-Environment Interaction
	5 = Historical Perspective	1 = The Factual and Interpretive Nature of History
		2 = The History of the United States
		3 = The History of the World

The numbers in the code indicate the subdomain of social studies and its relationship to the organizers within a subdomain. For example, the first content standard of the first subdomain under the first organizer is numbered SS-08-1.3.2.

SS-08-1.3.2

SS = Social Studies (domain)

08 = Eighth Grade

1 = Government and Civics (first subdomain)

3 = Rights and Responsibilities (third organizer)

2 = (second standard)



<b>Government and Civics</b>		
<p>The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Formation of Governments</b>		
<p><i>SS-EP-1.1.1</i>  <i>Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services taxes).</i></p>	<p><b>SS-04-1.1.1</b>  <b>Students will describe the basic purposes of Kentucky government (to establish order, provide security and accomplish common goals); give examples of the services that state governments provide (e.g., state police, state highways, state parks, public schools) and identify how the government of Kentucky pays for these services (e.g., sales taxes, state income taxes).</b></p> <p style="text-align: right;">DOK 2</p>	<p><b>SS-05-1.1.1</b>  <b>Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.</b></p> <p style="text-align: right;">DOK 3</p>
<p><b>SS-EP-1.1.2</b>  <b>Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</b></p> <p style="text-align: right;">DOK 2</p>	<p><b>SS-04-1.1.2</b>  <b>Students will explain how state governments function (by making, enacting and enforcing laws) to protect the rights and property of citizens.</b></p> <p style="text-align: right;">DOK 2</p>	<p><b>SS-05-1.1.2</b>  <b>Students will explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the “common good” (e.g., public smoking ban, speed limits, seat belt requirements).</b></p> <p style="text-align: right;">DOK 3</p>

<b>Constitutional Principles</b>		
<p><i>SS-EP-1.2.1</i>  <i>Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</i></p>	<p><b>SS-04-1.2.1</b>  <b>Students will identify the three branches of Kentucky government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important state offices/ leaders, (Governor, Lieutenant Governor, General Assembly, Senate, House, representatives, senators, Kentucky Supreme Court, judges) associated with each branch.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-05-1.2.1</b>  <b>Students will identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, legislative-make the laws, judicial-interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
	<p><i>SS-04-1.2.2</i>  <i>Students will explain how power is shared among the different branches (executive, legislative, judicial) of state government.</i></p>	<p><b>SS-05-1.2.2</b>  <b>Students will explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative, judicial).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Rights and Responsibilities</b>		
<p><i>SS-EP-1.3.1</i>  <i>Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</i></p>	<p><b>SS-04-1.3.1</b>  <b>Students will identify the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in Kentucky’s Constitution and explain why they are important to citizens today.</b>  <b>DOK 2</b></p>	<p><b>SS-05-1.3.1</b>  <b>Students will explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U. S. Constitution, Bill of Rights) and analyze why they are important to citizens today.</b>  <b>DOK 3</b></p>
<p><b>SS-EP-1.3.2</b>  <b>Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</b>  <b>DOK 2</b></p>	<p><b>SS-04-1.3.2</b>  <b>Students will describe specific rights and responsibilities individuals have as citizens of Kentucky (e.g., voting in statewide elections, participating in state service projects, obeying state laws) and explain why civic engagement is necessary to preserve a democratic society.</b>  <b>DOK 2</b></p>	<p><b>SS-05-1.3.2</b>  <b>Students will describe specific rights and responsibilities individuals have as citizens of the United States (e.g., voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.</b>  <b>DOK 3</b></p>

<b>Cultures &amp; Societies</b>		
<p>Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Elements of Culture</b>		
<p><b>SS-EP-2.1.1</b>  <b>Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</b>                      DOK 1</p>	<p><b>SS-04-2.1.1</b>  <b>Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences.</b>                      DOK 2</p>	<p><b>SS-05-2.1.1</b>  <b>Students will identify early cultures (e.g., English, Spanish, French, West African) in the United States and analyze their similarities and differences.</b>                      DOK 2</p>
<p><i>SS-EP-2.1.2</i>  <i>Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</i></p>		
<b>Social Institutions</b>		
<p><i>SS-EP-2.2.1</i>  <i>Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</i></p>	<p><i>SS-04-2.2.1</i>  <i>Students will describe social institutions (government, economy, education, religion, family) in Kentucky and how they respond to the needs of the people.</i></p>	<p><i>SS-05-2.2.1</i>  <i>Students will describe social institutions (government, economy, education, religion, family) in the United States and explain their role in the growth and development of the nation.</i></p>

<b>Interactions Among Individuals and Groups</b>		
<p><b>SS-EP-2.3.1</b>  <b>Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-04-2.3.1</b>  <b>Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-05-2.3.1</b>  <b>Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-EP-2.3.2</i>  <i>Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</i></p>	<p><i>SS-04-2.3.2</i>  <i>Students will give examples of conflicts between individuals or groups today and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication) to use.</i></p>	<p><b>SS-05-2.3.2</b>  <b>Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>Economics</b>                  Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p>		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<p><b>Scarcity</b></p>		
<p><b>SS-EP-3.1.1</b>                  Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.  <span style="float: right;">DOK 2</span></p>	<p><b>SS-04-3.1.1</b>                  Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.  <span style="float: right;">DOK 2</span></p>	<p><b>SS-05-3.1.1</b>                  Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.  <span style="float: right;">DOK 2</span></p>
<p><b>Economic Systems and Institutions</b></p>		
<p><i>SS-EP-3.2.1</i>                  Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.</p>	<p><i>SS-04-3.2.1</i>                  Students will explain how profit motivates individuals/businesses to take risks in producing goods and services.</p>	<p><i>SS-05-3.2.1</i>                  Students will explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.</p>

<b>Markets</b>		
<p><b>SS-EP-3.3.1</b>  <b>Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-04-3.3.1</b>  <b>Students will give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-05-3.3.1</b>  <b>Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-EP-3.3.2</i>  <i>Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</i></p>	<p><i>SS-04-3.3.2</i>  <i>Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.</i></p>	<p><i>SS-05-3.3.2</i>  <i>Students will explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.</i></p>

<b>Production, Distribution, and Consumption</b>		
<p><b>SS-EP-3.4.1</b>  <b>Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-04-3.4.1</b>  <b>Students will describe production, distribution and consumption of goods and services in regions of Kentucky and the U.S.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-05-3.4.1</b>  <b>Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>SS-EP-3.4.2</i>  <i>Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.</i></p>	<p><i>SS-04-3.4.2</i>  <i>Students will describe how new knowledge, technology/tools and specialization increases productivity and promotes trade between regions of Kentucky and the United States (e.g., Midwest – corn, South - citrus).</i></p>	<p><b>SS-05-3.4.2</b>  <b>Students will describe how new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>SS-EP-3.4.3</i>  <i>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</i></p>	<p><i>SS-04-3.4.3</i>  <i>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</i></p>	<p><i>SS-05-3.4.3</i>  <i>Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</i></p>



<b>Geography</b>		
<p>Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>The Use of Geographic Tools</b>		
<p><i>SS-EP-4.1.1</i>  <i>Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</i></p>	<p><b>SS-04-4.1.1</b>  <b>Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-05-4.1.1</b>  <b>Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlement in the United States.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>SS-EP-4.1.2</i>  <i>Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.</i></p>	<p><i>SS-04-4.1.2</i>  <i>Students will use geographic tools to locate major landforms, bodies of water, places and objects in Kentucky by their absolute and relative locations.</i></p>	<p><b>SS-05-4.1.2</b>  <b>Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-EP-4.1.3</i>  <i>Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</i></p>	<p><i>SS-04-4.1.3</i>  <i>Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in Kentucky.</i></p>	<p><i>SS-05-4.1.3</i>  <i>Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.</i></p>
		<p><i>SS-05-4.1.4</i>  <i>Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).</i></p>

<b>Regions</b>		
<i>SS-EP-4.2.1</i> <i>Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).</i>	<b>SS-04-4.2.1</b> <b>Students will compare regions in Kentucky and the United States by their human characteristics (e.g., language, settlement patterns, beliefs) and physical characteristics (e.g., climate, landforms, bodies of water).</b> <b>DOK 2</b>	
<b>Patterns</b>		
<i>SS-EP-4.3.1</i> <i>Students will describe patterns of human settlement in places and regions on the Earth's surface.</i>	<b>SS-04-4.3.1</b> <b>Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were/are influenced by physical characteristics (e.g., climate, landforms, bodies of water).</b> <b>DOK 2</b>	<b>SS-05-4.3.1</b> <b>Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).</b> <b>DOK 2</b>
<i>SS-EP-4.3.2</i> <i>Students will describe how technology helps us move, settle and interact in the modern world.</i>	<b>SS-04-4.3.2</b> <b>Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in Kentucky.</b> <b>DOK 2</b>	<b>SS-05-4.3.2</b> <b>Students will describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in places previously inaccessible in the United States.</b> <b>DOK 2</b>

Human-Environment Interaction		
<p><b>SS-EP-4.4.1</b>  <b>Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</b>  <b>DOK 1</b></p>	<p><b>SS-04-4.4.1</b>  <b>Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on the environment today.</b>  <b>DOK 3</b></p>	<p><b>SS-05-4.4.1</b>  <b>Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.</b>  <b>DOK 3</b></p>
<p><i>SS-EP-4.4.2</i>  <i>Students will describe how the physical environment can both promote and restrict human activities.</i></p>	<p><b>SS-04-4.4.2</b>  <b>Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of Kentucky.</b>  <b>DOK 2</b></p>	<p><b>SS-05-4.4.2</b>  <b>Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).</b>  <b>DOK 2</b></p>
		<p><i>SS-05-4.4.3</i>  <i>Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational).</i></p>

<p><b>Historical Perspective</b>                  History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>The Factual and Interpretive Nature of History</b></p>		
<p><i>SS-EP-5.1.1</i>                  Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p>	<p><b>SS-04-5.1.1</b>                  Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.                  DOK 2</p>	<p><b>SS-05-5.1.1</b>                  Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives.                  DOK 3</p>
<p><b>The History of the United States</b></p>		
<p><b>SS-EP-5.2.1</b>                  Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., <i>The Star-Spangled Banner</i>, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.                  DOK 2</p>	<p><b>SS-04-5.2.1</b>                  Students will identify significant historical documents, symbols, songs and selected readings (e.g., state flag, United We Stand, Divided We Fall, My Old Kentucky Home,) specific to Kentucky and explain their historical significance.                  DOK 2</p>	<p><b>SS-05-5.2.1</b>                  Students will identify historical documents, selected readings and speeches (e.g., Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King’s speech: <i>I Have a Dream</i>) and explain their historical significance.                  DOK 3</p>

<p><b>SS-EP-5.2.2</b>  <b>Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</b>  <b>DOK 2</b></p>	<p><b>SS-04-5.2.2</b>  <b>Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.</b>  <b>DOK 2</b></p>	<p><b>SS-05-5.2.2</b>  <b>Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.</b>  <b>DOK 2</b></p>
<p><i>SS-EP-5.2.3</i>  <i>Students will describe change over time in communication, technology, transportation and education in the community.</i></p>	<p><b>SS-04-5.2.3</b>  <b>Students will compare change over time in communication, technology, transportation and education in Kentucky.</b>  <b>DOK 3</b></p>	<p><b>SS-05-5.2.3</b>  <b>Students will compare change over time (Colonization, Industrialization, Twentieth Century to Present) in communication, technology, transportation and education.</b>  <b>DOK 3</b></p>
		<p><b>SS-05-5.2.4</b>  <b>Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.</b>  <b>DOK 3</b></p>

<b>Government &amp; Civics</b>		
The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Formation of Governments</b>		
<b>SS-06-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2	<b>SS-07-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2	<b>SS-08-1.1.1</b> Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2
<b>SS-06-1.1.2</b> Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws. DOK 3	<b>SS-07-1.1.2</b> Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3	<b>SS-08-1.1.2</b> Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3
		<b>SS-08-1.1.3</b> Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2

<b>Constitutional Principles</b>		
		<b>SS-08-1.2.1</b> Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. <b>DOK 3</b>
		<b>SS-08-1.2.2</b> Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. <b>DOK 2</b>

<b>Rights and Responsibilities</b>		
		<p><b>SS-08-1.3.1</b>                      Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.</p> <p style="text-align: right;"><b>DOK 2</b></p>
		<p><b>SS-08-1.3.2</b>                      Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p style="text-align: right;"><b>DOK 2</b></p>



<b>Cultures &amp; Societies</b>		
<p>Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Elements of Culture</b>		
<p><b>SS-06-2.1.1</b>  <b>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.</b>  <b>DOK 2</b></p>	<p><b>SS-07-2.1.1</b>  <b>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives.</b>  <b>DOK 2</b></p>	<p><b>SS-08-2.1.1</b>  <b>Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.</b>  <b>DOK 2</b></p>
<b>Social Institutions</b>		
<p><i>SS-06-2.2.1</i>  <i>Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</i></p>	<p><i>SS-07-2.2.1</i>  <i>Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</i></p>	<p><i>SS-08-2.2.1</i>  <i>Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</i></p>

<b>Interactions Among Individuals and Groups</b>		
<p><b>SS-06-2.3.1</b> Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-07-2.3.1</b> Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-08-2.3.1</b> Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>SS-06-2.3.2</b> Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-07-2.3.2</b> Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-08-2.3.2</b> Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.</p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>Economics</b>                  Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p>		
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<p><b>Scarcity</b></p>		
<p><b>SS-06-3.1.1</b>                  Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.                  DOK 2</p>	<p><b>SS-07-3.1.1</b>                  Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.                  DOK 2</p>	<p><b>SS-08-3.1.1</b>                  Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used.                  DOK 2</p>
		<p><i>SS-08-3.1.2</i>                  Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.</p>

<b>Economic Systems and Institutions</b>		
<p><b>SS-06-3.2.1</b>  <b>Students will compare present day economic systems (traditional, command, market, mixed).</b>  <b>DOK 2</b></p>		<p><b>SS-08-3.2.1</b>  <b>Students will describe the economic system that developed in the United States prior to Reconstruction.</b>  <b>DOK 2</b></p>
		<p><i>SS-08-3.2.2</i>  <i>Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.</i></p>
<b>Markets</b>		
<p><b>SS-06-3.3.1</b>  <b>Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.</b>  <b>DOK 2</b></p>		<p><b>SS-08-3.3.1</b>  <b>Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand.</b>  <b>DOK 2</b></p>
<p><i>SS-06-3.3.2</i>  <i>Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest and save in the present day.</i></p>		<p><i>SS-08-3.3.2</i>  <i>Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest and save in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-3.3.3</i>  <i>Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.</i></p>		<p><i>SS-08-3.3.3</i>  <i>Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</i></p>

<b>Production, Distribution, and Consumption</b>		
<i>SS-06-3.4.1</i> <i>Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</i>	<b>SS-07-3.4.1</b> <b>Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.</b> <b>DOK 2</b>	<b>SS-08-3.4.1</b> <b>Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction.</b> <b>DOK 2</b>
<b>SS-06-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</b> <b>DOK 2</b>	<b>SS-07-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.</b> <b>DOK 2</b>	<b>SS-08-3.4.2</b> <b>Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</b> <b>DOK 2</b>
<b>SS-06-3.4.3</b> <b>Students will explain how international economic activities are interdependent in the present day.</b> <b>DOK 2</b>		<b>SS-08-3.4.3</b> <b>Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</b> <b>DOK 2</b>

<p><b>Geography</b>                  Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> grade</b>
<b>The Use of Geographic Tools</b>		
<p><b>SS-06-4.1.1</b>                  Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth’s surface in the present day.                  DOK 3</p>	<p><b>SS-07-4.1.1</b>                  Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in early civilizations prior to 1500 A.D.                  DOK 3</p>	<p><b>SS-08-4.1.1</b>                  Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction.                  DOK 3</p>
<p><i>SS-06-4.1.2</i>                  Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p>	<p><i>SS-07-4.1.2</i>                  Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.</p>	<p><i>SS-08-4.1.2</i>                  Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.</p>

<b>Regions</b>		
<p><b>SS-06-4.2.1</b>                  Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).                  DOK 2</p>	<p><b>SS-07-4.2.1</b>                  Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).                  DOK 2</p>	<p><b>SS-08-4.2.1</b>                  Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).                  DOK 2</p>
<p><b>SS-06-4.2.2</b>                  Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.                  DOK 2</p>	<p><b>SS-07-4.2.2</b>                  Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available.                  DOK 2</p>	<p><b>SS-08-4.2.2</b>                  Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available.                  DOK 2</p>

<b>Patterns</b>		
<p><b>SS-06-4.3.1</b> Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-07-4.3.1</b> Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.</p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-08-4.3.1</b> Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>SS-06-4.3.2</b> Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SS-07-4.3.2</b> Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SS-08-4.3.2</b> Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.</p> <p style="text-align: right;"><b>DOK 3</b></p>



<b>Human-Environment Interaction</b>		
<p><b>SS-06-4.4.1</b>  <b>Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-07-4.4.1</b>  <b>Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SS-08-4.4.1</i>  <i>Students will explain how technology in the United States prior to Reconstruction assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.</i></p>
<p><b>SS-06-4.4.2</b>  <b>Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><b>SS-07-4.4.2</b>  <b>Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p><i>SS-08-4.4.2</i>  <i>Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-4.4.3</i>  <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in the present day.</i></p>	<p><i>SS-07-4.4.3</i>  <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.</i></p>	<p><i>SS-08-4.4.3</i>  <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-4.4.4</i>  <i>Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</i></p>		<p><i>SS-08-4.4.4</i>  <i>Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction.</i></p>

<b>Historical Perspective</b>		
<p>History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.</p>		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>The Factual and Interpretive Nature of History</b>		
<p><i>SS-06-5.1.1</i>  <i>Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions.</i></p>	<p><b>SS-07-5.1.1</b>  <b>Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SS-08-5.1.1</b>  <b>Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
	<p><b>SS-07-5.1.2</b>  <b>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	<p><b>SS-08-5.1.2</b>  <b>Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>

<b>The History of the United States</b>		
		<p><b>SS-08-5.2.1</b>            Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events.</p> <p style="text-align: right;"><b>DOK 3</b></p>
		<p><b>SS-08-5.2.2</b>            Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation.</p> <p style="text-align: right;"><b>DOK 3</b></p>
		<p><b>SS-08-5.2.3</b>            Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.</p> <p style="text-align: right;"><b>DOK 3</b></p>

		<p><b>SS-08-5.2.4</b> <b>Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.</b></p> <p><b>DOK 3</b></p>
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<b>The History of the World</b>		
	<p><b>SS-07-5.3.1</b>  <b>Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	
	<p><b>SS-07-5.3.2</b>  <b>Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	
	<p><b>SS-07-5.3.3</b>  <b>Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	
	<p><b>SS-07-5.3.4</b>  <b>Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>	
	<p><i>SS-07-5.3.5</i>  <i>Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.</i></p>	

<p><b>Government &amp; Civics</b>          The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</p>	
<p><b>High School</b></p>	
<p><b>Formation of Governments</b></p>	
<p><b>SS-HS-1.1.1</b>  <b>Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</b></p>	<p><b>DOK 3</b></p>
<p><b>SS-HS-1.1.2</b>  <b>Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</b></p>	<p><b>DOK 2</b></p>
<p><i>SS-HS-1.1.3</i>  <i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p>	

<b>Constitutional Principles</b>
<b>SS-HS-1.2.1</b> Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution). <b>DOK 3</b>
<b>SS-HS-1.2.2</b> Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good." <b>DOK 3</b>

<b>Rights and Responsibilities</b>	
<b>SS-HS-1.3.1</b> Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another.	<b>DOK 2</b>
<b>SS-HS-1.3.2</b> Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).	<b>DOK 2</b>
<b>SS-HS-1.3.3</b> Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces).	<b>DOK 3</b>



<p><b>Cultures &amp; Societies</b></p> <p>Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p>
<p><b>High School</b></p>
<p><b>Elements of Culture</b></p>
<p><b>SS-HS-2.1.1</b>  <b>Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>Social Institutions</b></p>
<p><i>SS-HS-2.2.1</i>  <i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</i></p>
<p><b>Interactions Among Individuals and Groups</b></p>
<p><b>SS-HS-2.3.1</b>  <b>Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>SS-HS-2.3.2</b>  <b>Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>Economics</b></p> <p>Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p>
<p><b>High School</b></p>
<p><b>Scarcity</b></p>
<p><b>SS-HS-3.1.1</b>  <b>Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-HS-3.1.2</i>  <i>Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</i></p>
<p><b>Economic Systems and Institutions</b></p>
<p><b>SS-HS-3.2.1</b>  <b>Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-HS-3.2.2</i>  <i>Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.</i></p>
<p><b>SS-HS-3.2.3</b>  <b>Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Markets</b>
<p><b>SS-HS-3.3.1</b>  <b>Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-HS-3.3.2</i>  <i>Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</i></p>
<p><i>SS-HS-3.3.3</i>  <i>Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</i></p>
<p><i>SS-HS-3.3.4</i>  <i>Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</i></p>
<b>Production, Distribution, and Consumption</b>
<p><b>SS-HS-3.4.1</b>  <b>Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SS-HS-3.4.2</b>  <b>Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><b>SS-HS-3.4.3</b>  <b>Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<p><b>Geography</b>          Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>
<p><b>High School</b></p>
<p><b>The Use of Geographic Tools</b></p>
<p><b>SS-HS-4.1.1</b>  <b>Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><i>SS-HS-4.1.2</i>  <i>Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</i></p>
<p><i>SS-HS-4.1.3</i>  <i>Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</i></p>

<b>Regions</b>
<p><i>SS-HS-4.2.1</i>  <i>Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</i></p>
<p><b>SS-HS-4.2.2</b>  <b>Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>
<p><i>SS-HS-4.2.3</i>  <i>Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</i></p>
<p><i>SS-HS-4.2.4</i>  <i>Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i></p>
<b>Patterns</b>
<p><b>SS-HS-4.3.1</b>  <b>Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</b></p> <p style="text-align: right;"><b>DOK 3</b></p>
<p><b>SS-HS-4.3.2</b>  <b>Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>

<b>Human-Environment Interaction</b>
<i>SS-HS-4.4.1</i> <i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i>
<b>SS-HS-4.4.2</b> <b>Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</b>
<b>DOK 2</b>
<i>SS-HS-4.4.3</i> <i>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</i>

<p><b>Historical Perspective</b>  History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.</p>	
<p><b>High School</b></p>	
<p><b>The Factual and Interpretive Nature of History</b></p>	
<p><b>SS-HS-5.1.1</b>  Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p>	<p><b>DOK 3</b></p>
<p><b>SS-HS-5.1.2</b>  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p>	<p><b>DOK 3</b></p>

<b>The History of the United States</b>	
<b>SS-HS-5.2.1</b> Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction.	<b>DOK 2</b>
<b>SS-HS-5.2.2</b> Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.	<b>DOK 2</b>
<b>SS-HS-5.2.3</b> Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.	<b>DOK 2</b>
<b>SS-HS-5.2.4</b> Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women's suffrage).	<b>DOK 3</b>
<b>SS-HS-5.2.5</b> Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).	<b>DOK 3</b>
<b>SS-HS-5.2.6</b> Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).	<b>DOK 3</b>



**SS-HS-5.2.7**

Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.

**DOK 3**

<b>The History of the World</b>	
<b>SS-HS-5.3.1</b> Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.	<b>DOK 2</b>
<b>SS-HS-5.3.2</b> Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.	<b>DOK 2</b>
<b>SS-HS-5.3.3</b> Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.	<b>DOK 3</b>
<b>SS-HS-5.3.4</b> Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).	<b>DOK 3</b>
<b>SS-HS-5.3.5</b> Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.	<b>DOK 3</b>
<b>SS-HS-5.3.6</b> Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges.	<b>DOK 2</b>

# **Core Content for Writing Assessment**

**Version 4.1  
August 2006**

Kentucky Department of Education

## Introduction

### Core Content for Writing Assessment

#### **What is the *Core Content for Writing Assessment*?**

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Writing Assessment Version 4.1* represents the writing content from Kentucky's Academic Expectations and *Program of Studies* that is the culminating product of a school-wide writing program that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 *Core Content for Writing Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) and the writing portfolio for test administration beginning in 2007.

The *Core Content for Writing Assessment* represents components of the comprehensive local curriculum for writing assessment and instruction. The comprehensive *Program of Studies for Writing* specifies that students should use the writing process and criteria for effective writing in pieces developed over time, as well as in on-demand writing situations, to compile a collection of writing for a variety of authentic purposes and audiences and in a variety of forms, including personal, literary, transactive and reflective pieces.

Writing can show learning across content areas and serve as an effective learning tool. Writing in schools consists of three broad types: writing to learn, writing to demonstrate learning to the teacher and writing to communicate ideas to authentic audiences for authentic purposes (writing for publication). To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

#### **Kentucky Academic Expectations for Writing**

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These expectations were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

The academic expectation for writing is listed below:

**Goal 1:** *Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.*

1.11: *Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.*

### **How is the Core Content for Writing Assessment organized?**

The *Core Content for Writing Assessment*, Version 4.1 is organized by grade level (end of primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and high school) in order to ensure vertical alignment. *Core Content for Writing Assessment* is divided into four subdomains:

- Writing Content
- Writing Structure
- Writing Conventions
- Writing Process

The *Core Content for Assessment* includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items inside the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Writing Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

Version 4.1 differs from the previous Version 3.0 in the elaboration of the organizer for each standard of writing (i.e., Reflective, Personal Expressive/Literary, Transactive) across grade levels. Version 4.1 also defines stages of the writing process including skills for revising and editing.

### **What do the codes for the *Core Content for the Writing Assessment* mean?**

Each content standard is preceded by a code. The code begins with WR for Writing and is then followed by a grade level designation and then a 3-digit number that indicates the reporting category. The codes used are listed below.

#### Grade Level Codes

EP = End of Primary  
 E = Elementary  
 04 = Fourth Grade  
 05 = Fifth Grade  
 M = Middle School  
 06 = Sixth Grade  
 07 = Seventh Grade  
 08 = Eight Grade  
 HS= High School

#### Subdomains

1 = Writing Content  
 2 = Writing Structure  
 3 = Writing Conventions  
 4 = Writing Process

#### Organizers

1 = Purpose/Audience  
 2 = Idea Development/Support  
 3 = Organization  
 4 = Sentences  
 5 = Language  
 6 = Correctness  
 7 = Focusing  
 8 = Prewriting  
 9 = Drafting  
 10 = Revising  
 11 = Editing  
 12 = Publishing  
 13 = Reflecting

#### Standards

1 = Reflective  
 2 = Personal/ Literary  
 3 = Transactive  
 4 - 41 = Skills that apply to all  
 Categories

A typical code may look like WR-04-1.1.1. This means the following:

**WR-04-1.1.1**

**WR-** Writing (Domain)

**04-** Fourth Grade (Grade Level)

**1.** Writing Content (Subdomain)

**1.** Purpose/Audience (Organizer)

**1-** Reflective (Standard)

<p><b>Writing Content</b>                      To communicate effectively, students should be able to write for a variety of authentic purposes and audiences in a variety of forms connecting to prior knowledge and the students' understanding of the content. In their writing, students should be able to create a focused purpose and controlling idea and develop ideas adequately considering the purpose, audience and form.</p>		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<p><b>WR-E-1.1.0</b>  <b>Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b></p> <ul style="list-style-type: none"> <li>• <b>Narrowing the topic to create a specific purpose for writing</b></li> <li>• <b>Establishing a controlling idea, theme, or conclusion about the topic</b></li> <li>• <b>Choosing a perspective authentic to the writer</b></li> <li>• <b>Analyzing and addressing the needs of the intended audience</b></li> <li>• <b>Adhering to the characteristics of the form</b></li> <li>• <b>Applying a suitable tone</b></li> <li>• <b>Allowing voice to emerge when appropriate</b></li> </ul> <p style="text-align: right;"><b>DOK 4</b></p>		
<p><i>WR-EP-1.1.1</i>                      In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will recognize needs of the intended audience.</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> </ul>	<p><i>WR-04-1.1.1</i>                      In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will analyze and address needs of the intended audience.</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> </ul>	<p><i>WR-05-1.1.1</i>                      In Reflective Writing,</p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will analyze and address needs of the intended audience.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul>

(e.g. – suggestions, not a comprehensive list)

**Bold-State Assessment Content Standard** (These criteria are assessed in the portfolio and on-demand or multiple choice.)

*Italics- Supporting Content Standard* (These indicators form the foundation for instruction of the writing criteria.)



<p><i>WR-EP-1.1.2</i>  <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's experience by focusing on life events or relationships.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).</i></li> <li>• <i>Students will create a point of view.</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>	<p><i>WR-04-1.1.2</i>  <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir).</i></li> <li>• <i>Students will create a point of view.</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i></li> <li>• <i>Students will create a point of view.</i></li> <li>• <i>Students will use a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>	<p><i>WR-05-1.1.2</i>  <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).</i></li> <li>• <i>Students will create a point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem.)</i></li> <li>• <i>Students will create a point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>
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(e.g. – suggestions, not a comprehensive list)

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<p><i>WR-EP-1.1.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate a purpose through informing or persuading.</i></li> <li>• <i>Students will develop an angle.</i></li> <li>• <i>Students will communicate what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article).</i></li> <li>• <i>Students will use a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>	<p><i>WR-04-1.1.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate a purpose through informing or persuading.</i></li> <li>• <i>Students will develop an effective angle to achieve purpose.</i></li> <li>• <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article).</i></li> <li>• <i>Students will use a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>	<p><i>WR-05-1.1.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate a purpose through informing, persuading or analyzing.</i></li> <li>• <i>Students will develop an effective angle to achieve purpose.</i></li> <li>• <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i></li> <li>• <i>Students will sustain a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>
<p><b>WR-E-1.2.0</b> <b>Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</b></p> <ul style="list-style-type: none"> <li>• <b>Developing logical, justified and suitable explanations</b></li> <li>• <b>Providing relevant elaboration</b></li> <li>• <b>Explaining related connections or reflections</b></li> <li>• <b>Applying idea development strategies appropriate for the form</b></li> </ul> <p style="text-align: right;"><b>DOK 4</b></p>		
<p><i>WR-EP-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies or processes.</i></li> <li>• <i>Students will explain own decisions about literacy goals.</i></li> <li>• <i>Students will identify own strengths and areas for growth.</i></li> </ul>	<p><i>WR-04-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies, processes or areas of growth.</i></li> <li>• <i>Students will explain own decisions about literacy goals.</i></li> <li>• <i>Students will identify own strengths and areas for growth.</i></li> <li>• <i>Students will support claims about self.</i></li> </ul>	<p><i>WR-05-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies, processes or areas of growth.</i></li> <li>• <i>Students will explain own decisions about literacy goals.</i></li> <li>• <i>Students will identify own strengths and areas for growth.</i></li> <li>• <i>Students will support claims about self.</i></li> </ul>

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<p><i>WR-EP-1.2.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate main idea through use of literary elements appropriate to the genre:</i> <ul style="list-style-type: none"> <li>○ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>○ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>○ <i>Students will develop setting, mood, scene, image or feeling.</i></li> </ul> </li> <li>• <i>Students will apply literary or poetic devices (e.g., simile, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection when appropriate.</i></li> </ul>	<p><i>WR-04-1.2.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate main idea through use of literary elements appropriate to the genre.</i> <ul style="list-style-type: none"> <li>○ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>○ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>○ <i>Students will develop an appropriate setting, mood, scene, image or feeling.</i></li> </ul> </li> <li>• <i>Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i></li> </ul>	<p><i>WR-05-1.2.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate main idea through use of literary elements appropriate to the genre.</i> <ul style="list-style-type: none"> <li>○ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>○ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>○ <i>Students will develop an appropriate setting, mood, scene, image or feeling.</i></li> </ul> </li> <li>• <i>Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i></li> </ul>
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<p><i>WR-EP-1.2.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information.</i></li> <li>• <i>Students will develop an angle with support (e.g., facts, examples, reasons, visuals).</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> </ul>	<p><i>WR-04-1.2.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information to clarify a specific purpose.</i></li> <li>• <i>Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</i></li> <li>• <i>Students will develop explanations to support the writer's purpose.</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> <li>• <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion).</i></li> </ul>	<p><i>WR-05-1.2.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information to clarify a specific purpose.</i></li> <li>• <i>Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</i></li> <li>• <i>Students will develop explanations to support the writer's purpose.</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> <li>• <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion).</i></li> </ul>
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**Writing Structure**

To communicate effectively, students should be able to apply knowledge of language and genre structures to organize sentences, paragraphs and whole pieces logically and coherently.

**WR-E-2.3.0**

**Organization: Students will create unity and coherence to accomplish the focused purpose by**

- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Communicating ideas and support in a meaningful order**
- **Applying transitions and transitional elements to guide the reader through the piece**
- **Developing effective closure**

**DOK 3**

*WR-EP-2.3.1*

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will use transitions or transitional elements between ideas to guide the reader.*
- *Students will create paragraphs.*
- *Students will create conclusions effectively.*

*WR-04-2.3.1*

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply paragraphing effectively.*
- *Students will create conclusions effectively.*

*WR-05-2.3.1*

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply paragraphing effectively.*
- *Students will create conclusions effectively.*

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<p><i>WR-EP-2.3.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in a meaningful order.</i></li> <li>• <i>Students will use transitions or transitional elements between ideas to guide the reader.</i></li> <li>• <i>Students will create paragraphs.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively</i></li> </ul>	<p><i>WR-04-2.3.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in a meaningful order.</i></li> <li>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i></li> <li>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>	<p><i>WR-05-2.3.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in a meaningful order.</i></li> <li>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i></li> <li>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>
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<p><i>WR-EP-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will establish a context for reading.</i></li> <li>• <i>Students will apply the accepted format of the genre.</i></li> <li>• <i>Students will develop text structure (e.g., problem/ solution, question/answer, description, sequence) to achieve purpose.</i></li> <li>• <i>Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details.</i></li> <li>• <i>Students will create paragraphs.</i></li> <li>• <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>	<p><i>WR-04-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will establish a context for reading</i></li> <li>• <i>Students will apply the accepted format of the genre.</i></li> <li>• <i>Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</i></li> <li>• <i>Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>	<p><i>WR-05-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will establish a context for reading.</i></li> <li>• <i>Students will apply the accepted format of the genre.</i></li> <li>• <i>Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</i></li> <li>• <i>Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>
<p><b>WR-E-2.4.0</b> <b>Sentence Structure: Students will create effective sentences by</b></p> <ul style="list-style-type: none"> <li>• <b>Applying a variety of structures and lengths</b></li> <li>• <b>Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate</b></li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>		
<p><i>WR-EP-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece</i></li> <li>• <i>Students will develop complete and correct sentences.</i></li> </ul>	<p><i>WR-04-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures when appropriate.</i></li> </ul>	<p><i>WR-05-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures when appropriate.</i></li> </ul>

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<p><i>WR-EP-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths.</i></li> <li>• <i>Students will develop complete and correct sentences.</i></li> <li>• <i>Students will arrange poetic language in a meaningful order.</i></li> <li>• <i>Students will use poetic line breaks effectively.</i></li> </ul>	<p><i>WR-04-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</i></li> <li>• <i>Students will arrange poetic language in a meaningful order.</i></li> <li>• <i>Students will apply poetic line breaks effectively.</i></li> </ul>	<p><i>WR-05-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</i></li> <li>• <i>Students will arrange poetic language in a meaningful order.</i></li> <li>• <i>Students will apply poetic line breaks effectively.</i></li> </ul>
<p><i>WR-EP-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete sentences or apply unconventional structures when appropriate.</i></li> </ul>	<p><i>WR-04-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete, concise sentences or apply unconventional structures when appropriate.</i></li> </ul>	<p><i>WR-05-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete, concise sentences or apply unconventional structures when appropriate.</i></li> </ul>

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<p><b>Writing Conventions</b>                  To communicate effectively, students should be able to apply knowledge of language conventions and have control over standard grammar and usage. Students should be able to choose precise language appropriate to the purpose.</p>		
<p><b>WR-E-3.5.0</b>  <b>Language: Students will exemplify effective language choices by</b></p> <ul style="list-style-type: none"> <li>• Applying correct grammar and usage</li> <li>• Applying concise use of language</li> <li>• Incorporating strong verbs, precise nouns, concrete details and sensory details</li> <li>• Applying language appropriate to the content, purpose and audience</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>		
<p><i>WR-EP-3.5.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage.</li> <li>• Students will use language concisely.</li> <li>• Students will incorporate language to address the content, purpose and audience.</li> </ul>	<p><i>WR-04-3.5.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage.</li> <li>• Students will apply language concisely.</li> <li>• Students will incorporate language appropriate to the content, purpose and audience.</li> </ul>	<p><i>WR-05-3.5.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage</li> <li>• Students will apply language concisely.</li> <li>• Students will incorporate language appropriate to the content, purpose and audience.</li> </ul>
<p><i>WR-EP-3.5.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect.</li> <li>• Students will incorporate language based on economy or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>	<p><i>WR-04-3.5.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect.</li> <li>• Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>	<p><i>WR-05-3.5.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect.</li> <li>• Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>

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<p><i>WR-EP-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for grammar and usage.</i></li> <li>• <i>Students will use precise word choice.</i></li> <li>• <i>Students will use the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>	<p><i>WR-04-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for grammar and usage.</i></li> <li>• <i>Students will apply precise word choice.</i></li> <li>• <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>	<p><i>WR-05-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for grammar and usage.</i></li> <li>• <i>Students will apply precise word choice.</i></li> <li>• <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>
<p><b>WR-E-3.6.0</b>  <b>Correctness: Students will communicate clearly by</b></p> <ul style="list-style-type: none"> <li>• <b>Applying correct spelling</b></li> <li>• <b>Applying correct punctuation</b></li> <li>• <b>Applying correct capitalization</b></li> <li>• <b>Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</b></li> <li>• <b>Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>		

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<b>Writing Process</b>	
To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.	
<b>WR-E-4.7.0</b> <b>Focusing</b>	<ul style="list-style-type: none"> <li>• <i>Connecting to content knowledge</i></li> <li>• <i>Connecting with prior learning and experience</i></li> <li>• <i>Initiating an authentic reason to write</i></li> <li>• <i>Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write</i></li> </ul>
<b>WR-E-4.8.0</b> <b>Prewriting</b>	<ul style="list-style-type: none"> <li>• <i>Selecting/narrowing a topic</i></li> <li>• <i>Establishing a purpose and central/controlling idea or focus</i></li> <li>• <i>Identifying and analyzing the audience</i></li> <li>• <i>Determining the most appropriate form to meet the needs of purpose and audience</i></li> <li>• <i>Generating ideas (e.g., reading, journaling, mapping, webbing, note-taking, interviewing, researching, other writing-to-learn activities)</i></li> <li>• <i>Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information</i></li> </ul>
<b>WR-E-4.9.0</b> <b>Drafting</b>	<ul style="list-style-type: none"> <li>• <i>Writing draft(s) for an intended audience</i></li> <li>• <i>Developing topic, elaborating, exploring sentence variety and language use</i></li> <li>• <i>Organizing writing</i></li> </ul>
<b>WR-E-4.10.0</b> <b>Revising</b> <b>(Content/Ideas)</b>	<ul style="list-style-type: none"> <li>• <b>Reflecting to determine where to add, delete, rearrange, define/redefine or elaborate content</b></li> <li>• <i>Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content</i></li> <li>• <i>Checking for accuracy of content</i></li> <li>• <b>Considering voice, tone, style, intended audience, coherence, transitions</b></li> <li>• <i>Comparing with rubric criteria and anchor papers/models</i></li> <li>• <b>Considering effectiveness of language usage and sentences to communicate ideas</b></li> </ul>

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Revising Skills	Revising Skills	Revising Skills
<p><i>Idea Development</i> <i>WR-EP-4.10.4</i> <i>Students will identify the topic sentence/main idea of a paragraph.</i></p> <p><i>WR-EP-4.10.5</i> <i>Students will select appropriate supporting details.</i></p> <p><i>WR-EP-4.10.6</i> <i>Students will identify extraneous material.</i></p>	<p><i>Idea Development</i> <i>WR-04-4.10.4</i> <i>Students will identify the topic sentence/main idea of a paragraph.</i></p> <p><i>WR-04-4.10.5</i> <i>Students will select appropriate supporting details.</i></p> <p><i>WR-04-4.10.6</i> <i>Students will identify extraneous material.</i></p>	<p>Idea Development <b>WR-05-4.10.4</b> <b>Students will identify the topic sentence/main idea of a paragraph.</b> <b>DOK 2</b></p> <p><b>WR-05-4.10.5</b> <b>Students will select appropriate supporting details.</b> <b>DOK 2</b></p> <p><b>WR-05-4.10.6</b> <b>Students will identify extraneous material.</b> <b>DOK 2</b></p>
<p>Organization <i>WR-EP-4.10.7</i> <i>Students will correct sentences that are out of chronological/sequential order.</i></p> <p><i>WR-EP-4.10.8</i> <i>Students will identify transitions.</i></p> <p><i>WR-EP-4.10.9</i> <i>Students will develop introductions and closures for writing.</i></p>	<p>Organization <i>WR-04-4.10.7</i> <i>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</i></p> <p><i>WR-04-4.10.8</i> <i>Students will identify the most effective transitions.</i></p> <p><i>WR-04-4.10.9</i> <i>Students will develop effective introductions and closures for writing.</i></p>	<p>Organization <b>WR-05-4.10.7</b> <b>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</b> <b>DOK 2</b></p> <p><b>WR-05-4.10.8</b> <b>Students will identify the most effective transitions.</b> <b>DOK 2</b></p> <p><b>WR-05-4.10.9</b> <b>Students will develop effective introductions and closures for writing.</b> <b>DOK 2</b></p>

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<p>Word Choice <i>WR-EP-4.10.10</i> <i>Students will eliminate redundant words.</i></p> <p><i>WR-EP-4.10.11</i> <i>Students will choose the most specific word for use in a sentence.</i></p>	<p>Word Choice <i>WR-04-4.10.10</i> <i>Students will eliminate redundant words and phrases.</i></p> <p><i>WR-04-4.10.11</i> <i>Students will choose the most specific word for use in a sentence.</i></p>	<p>Word Choice <b>WR-05-4.10.10</b> <b>Students will eliminate redundant words and phrases.</b> <b>DOK 2</b></p> <p><b>WR-05-4.10.11</b> <b>Students will choose the most specific word for use in a sentence.</b> <b>DOK 2</b></p>
<p><b>WR-E-4.11.0</b> <b>Editing</b> <b>(Conventions and Mechanics)</b></p>	<ul style="list-style-type: none"> <li>• <b>Checking for correctness with self, teacher or peer (s)</b> <ul style="list-style-type: none"> <li>▪ - <b>Language usage</b></li> <li>▪ - <b>Sentence structure</b></li> <li>▪ - <b>Spelling</b></li> <li>▪ - <b>Capitalization</b></li> <li>▪ - <b>Punctuation</b></li> <li>▪ - <b>Documentation of sources</b></li> </ul> </li> <li>• <i>Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks)</i></li> </ul>	

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Editing Skills	Editing Skills	Editing Skills
<p>Language Usage <i>WR-EP-4.11.12</i> <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</i></p> <p><i>WR-EP-4.11.13</i> <i>Students will apply knowledge of present and past verb tenses.</i></p> <p><i>WR-EP-4.11.14</i> <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</i></p> <p><i>WR-EP-4.11.15</i> <i>Students will apply knowledge of special problems in usage (e.g., a/ an, to/ two/ too, their/ there/ they're) and pronoun references.</i></p>	<p>Language Usage <i>WR-04-4.11.12-</i> <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</i></p> <p><i>WR-04-4.11.13</i> <i>Students will apply knowledge of present, past, and future verb tenses.</i></p> <p><i>WR-04-4.11.14</i> <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</i></p> <p><i>WR-04-4.11.15</i> <i>Students will apply knowledge of special problems in usage (e.g., a/an, to/ two/ too, their/ there/ they're), pronoun references and double negatives.</i></p>	<p>Language Usage <b>WR-05-4.11.12</b> <b>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-05-4.11.13</b> <b>Students will apply knowledge of present, past and future verb tenses.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-05-4.11.14</b> <b>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-05-4.11.15</b> <b>Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun references and double negatives.</b></p> <p style="text-align: right;"><b>DOK 1</b></p>
<p>Sentence Structure <i>WR-EP-4.11.16</i> <i>Students will correct run-on sentences.</i></p> <p><i>WR-EP-4.11.17</i> <i>Students will correct sentence fragments.</i></p>	<p>Sentence Structure <i>WR-04-4.11.16</i> <i>Students will correct run-on or awkward sentences.</i></p> <p><i>WR-04-4.11.17</i> <i>Students will correct sentence fragments.</i></p> <p><i>WR-04-4.11.18</i> <i>Students will combine short, choppy sentences effectively.</i></p>	<p>Sentence Structure <b>WR-05-4.11.16</b> <b>Students will correct run-on or awkward sentences.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-05-4.11.17</b> <b>Students will correct sentence fragments.</b></p> <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-05-4.11.18</b> <b>Students will combine short, choppy sentences</b></p>

(e.g. – suggestions, not a comprehensive list)

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		effectively. <b>DOK 2</b>
<p>Spelling <i>WR-EP-4.11.18</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words</i></p> <p><i>WR-EP-4.11.19</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</i></p> <p><i>WR-EP-4.11.20</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</i></p> <p><i>WR-EP-4.11.21</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</i></p>	<p>Spelling <i>WR-04-4.11.19</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words</i></p> <p><i>WR-04-4.11.20</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</i></p> <p><i>WR-04-4.11.21</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</i></p> <p><i>WR-04-4.11.22</i> <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</i></p>	<p>Spelling <b>WR-05-4.11.19</b> <b>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words DOK 1</b></p> <p><b>WR-05-4.11.20</b> <b>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.21</b> <b>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.22</b> <b>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</b> <b>DOK 1</b></p>

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<p>Capitalization <i>WR-EP-4.11.22</i> Students will capitalize proper nouns (e.g., names, days, months).</p> <p><i>WR-EP-4.11.23</i> Students will capitalize the beginning of sentences.</p> <p><i>WR-EP-4.11.24</i> Students will capitalize the pronoun "I".</p> <p><i>WR-EP-4.11.25</i> Students will capitalize first word in a quote when appropriate.</p> <p><i>WR-EP-4.11.26</i> Students will capitalize words in a title.</p>	<p>Capitalization <i>WR-04-4.11.23</i> Students will capitalize proper nouns (e.g., names, days, months).</p> <p><i>WR-04-4.11.24</i> Students will capitalize the beginning of sentences.</p> <p><i>WR-04-4.11.25</i> Students will capitalize the pronoun "I".</p> <p><i>WR-04-4.11.26</i> Students will capitalize proper adjectives.</p> <p><i>WR-04-4.11.27</i> Students will capitalize first word in a quote when appropriate.</p> <p><i>WR-04-4.11.28</i> Students will capitalize the first word and every succeeding main word in a title.</p>	<p>Capitalization <b>WR-05-4.11.23</b> <b>Students will capitalize proper nouns (e.g., names, days, months).</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.24</b> <b>Students will capitalize the beginning of sentences.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.25</b> <b>Students will capitalize the pronoun "I".</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.26</b> <b>Students will capitalize proper adjectives.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.27</b> <b>Students will capitalize first word in a quote when appropriate.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.28</b> <b>Students will capitalize the first word and every succeeding main word in a title.</b> <b>DOK 1</b></p>
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<p>Punctuation <i>WR-EP-4.11.27</i> Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.</p> <p><i>WR-EP-4.11.28</i> Students will approximate the use of commas in a series, a date, a compound sentence and the greeting and closing of a letter.</p> <p><i>W-.EP-4.11.29</i> Students will approximate the use of beginning and ending quotation marks in dialogue.</p>	<p>Punctuation <i>WR-04-4.11.29</i> Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</p> <p><i>WR-04-4.11.30</i> Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.</p> <p><i>WR-04-4.11.31</i> Students will use beginning and ending quotation marks in dialogue and titles.</p> <p><i>WR-04.4.11.32</i> Students will use apostrophes in possessives and contractions.</p> <p><i>WR-04.4.11.33</i> Students will use periods in abbreviations and acronyms.</p>	<p>Punctuation <b>WR-05-4.11.29</b> <b>Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.30</b> <b>Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.31</b> <b>Students will use beginning and ending quotation marks in dialogue and titles.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.32</b> <b>Students will use apostrophes in possessives and contractions.</b> <b>DOK 1</b></p> <p><b>WR-05-4.11.33</b> <b>Students will use periods in abbreviations and acronyms.</b> <b>DOK 1</b></p>
<p>Documentation <i>WR-EP-4.11.30</i> Students will identify the need for documentation.</p>	<p>Documentation <i>WR-04-4.11.34</i> Students will document use of sources.</p>	<p>Documentation <i>WR-05-4.11.34</i> Students will document use of sources.</p>
<p><i>WR-E-4.12.00</i> Publishing</p>	<p>Sharing final piece with intended audience</p>	

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<i>WR-E-4.13.00</i> <i>Reflecting</i>	<i>Reflecting upon</i> <ul style="list-style-type: none"><li>• - <i>Progress, growth and goals as a writer</i></li><li>• - <i>Literacy skills</i></li><li>• - <i>Who or what has influenced progress and growth</i></li><li>• - <i>Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</i></li></ul>
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Writing Content		
To communicate effectively, students should be able to write for a variety of authentic purposes and audiences in a variety of forms connecting to prior knowledge and the students' understanding of the content. In their writing, students should be able to create a focused purpose and controlling idea and develop ideas adequately considering the purpose, audience and form.		
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<p><b>WR-M-1.1.0</b>  <b>Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by</b></p> <ul style="list-style-type: none"> <li>• <b>Narrowing the topic to create a specific purpose for writing</b></li> <li>• <b>Establishing a controlling idea, theme or conclusion about the topic</b></li> <li>• <b>Choosing a perspective authentic to the writer</b></li> <li>• <b>Analyzing and addressing the needs of the intended audience</b></li> <li>• <b>Adhering to the characteristics of the form.</b></li> <li>• <b>Applying a suitable tone</b></li> <li>• <b>Allowing voice to emerge when appropriate</b></li> </ul> <p style="text-align: right;"><b>DOK 4</b></p>		
<p><i>WR-06-1.1.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will analyze and address needs of the intended audience.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul>	<p><i>WR-07-1.1.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will analyze and address needs of the intended audience.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul>	<p><i>WR-08-1.1.1</i>  <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will evaluate personal progress toward meeting goals in literacy skills.</i></li> <li>• <i>Students will analyze and address needs of the intended audience.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul>

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<p><i>WR-06-1.1.2</i> <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.</i></li> <li>• <i>Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).</i></li> <li>• <i>Students will create point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i></li> <li>• <i>Students will create point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>	<p><i>WR-07-1.1.2</i> <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's life experience by narrating about life events, relationship or central ideas.</i></li> <li>• <i>Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).</i></li> <li>• <i>Students will sustain point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i></li> <li>• <i>Students will sustain point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>	<p><i>WR-08-1.1.2</i> <i>In Personal Expressive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.</i></li> <li>• <i>Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).</i></li> <li>• <i>Students will sustain point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> </ul> <p><i>In Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</i></li> <li>• <i>Students will sustain point of view.</i></li> <li>• <i>Students will sustain a suitable tone or appropriate voice.</i></li> <li>• <i>Students will apply a fictional perspective in literary writing when appropriate.</i></li> </ul>
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<p><i>WR-06-1.1.3</i>  <i>In Transactive Writing,</i>                  Students will communicate a purpose through informing, persuading or analyzing.                  Students will develop an effective angle to achieve purpose.</p> <ul style="list-style-type: none"> <li>• <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).</i></li> <li>• <i>Students will sustain a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>	<p><i>WR-07-1.1.3</i>  <i>In Transactive Writing,</i>                  Students will communicate a purpose through informing, persuading or analyzing.                  Students will develop an effective angle to achieve purpose.</p> <ul style="list-style-type: none"> <li>• <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).</i></li> <li>• <i>Students will sustain a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>	<p><i>WR-08-1.1.3</i>  <i>In Transactive Writing,</i>                  Students will communicate a purpose through informing, persuading or analyzing.                  Students will develop an effective angle to achieve purpose.</p> <ul style="list-style-type: none"> <li>• <i>Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.</i></li> <li>• <i>Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).</i></li> <li>• <i>Students will sustain a suitable tone.</i></li> <li>• <i>Students will allow voice to emerge when appropriate.</i></li> </ul>
<p><b>WR-M-1.2.0</b>  <b>Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</b></p> <ul style="list-style-type: none"> <li>• <b>Developing logical, justified and suitable explanations</b></li> <li>• <b>Providing relevant elaboration</b></li> <li>• <b>Explaining related connections or reflections</b></li> <li>• <b>Applying idea development strategies appropriate to the form</b></li> </ul> <p style="text-align: right;"><b>DOK 4</b></p>		

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<p><i>WR-06-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies, processes or areas of growth.</i></li> <li>• <i>Students will analyze own decisions about literacy goals.</i></li> <li>• <i>Students will evaluate own strengths and areas for growth.</i></li> <li>• <i>Students will support claims about self.</i></li> </ul>	<p><i>WR-07-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies, processes or areas of growth.</i></li> <li>• <i>Students will analyze own decisions about literacy goals.</i></li> <li>• <i>Students will evaluate own strengths and areas for growth.</i></li> <li>• <i>Students will support claims about self.</i></li> </ul>	<p><i>WR-08-1.2.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.</i></li> <li>• <i>Students will describe own literacy skills, strategies, processes or areas of growth.</i></li> <li>• <i>Students will analyze own decisions about literacy goals.</i></li> <li>• <i>Students will evaluate own strengths and areas for growth.</i></li> <li>• <i>Students will support claims about self.</i></li> </ul>
<p><i>WR-06-1.2.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i> <ul style="list-style-type: none"> <li>◦ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>◦ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>◦ <i>Students will develop an appropriate setting, mood, scene, image, or feeling.</i></li> </ul> </li> <li>• <i>Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i></li> </ul>	<p><i>WR-07-1.2.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i> <ul style="list-style-type: none"> <li>◦ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>◦ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>◦ <i>Students will develop an appropriate setting, mood, scene, image, or feeling.</i></li> </ul> </li> <li>• <i>Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i></li> </ul>	<p><i>WR-08-1.2.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i> <ul style="list-style-type: none"> <li>◦ <i>Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.</i></li> <li>◦ <i>Students will develop plot/story line appropriate to the form.</i></li> <li>◦ <i>Students will develop an appropriate setting, mood, scene, image, or feeling.</i></li> </ul> </li> <li>• <i>Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</i></li> <li>• <i>Students will incorporate reflection, insight and analysis when appropriate.</i></li> </ul>
<p><i>WR-06-1.2.3</i> <i>In Transactive Writing,</i></p>	<p><i>WR-07-1.2.3</i> <i>In Transactive Writing,</i></p>	<p><i>WR-08-1.2.3</i> <i>In Transactive Writing,</i></p>

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<ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information to clarify and justify a specific purpose.</i></li> <li>• <i>Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</i></li> <li>• <i>Students will develop explanations to support the writer's purpose.</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> <li>• <i>Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information to clarify and justify a specific purpose.</i></li> <li>• <i>Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</i></li> <li>• <i>Students will develop explanations to support the writer's purpose.</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> <li>• <i>Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Students will communicate relevant information to clarify and justify a specific purpose.</i></li> <li>• <i>Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</i></li> <li>• <i>Students will develop explanations to support the writer's purpose.</i></li> <li>• <i>Students will apply research to support ideas with facts and opinions.</i></li> <li>• <i>Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate.</i></li> </ul>
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**Writing Structure**

To communicate effectively, students should be able to apply knowledge of language and genre structures to organize sentences, paragraphs and whole pieces logically and coherently.

**WR-M-2.3.0**

**Organization: Students will create unity and coherence to accomplish the focused purpose by**

- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Communicating ideas and support in a meaningful order**
- **Applying transitions and transitional elements to guide the reader through the piece**
- **Developing effective closure**

**DOK 3**

*WR-06-2.3.1*

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply paragraphing effectively.*
- *Students will create conclusions effectively.*

*WR-07-2.3.1*

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply paragraphing effectively.*
- *Students will create conclusions effectively.*

*WR-08-2.3.1*

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(e.g. – suggestions, not a comprehensive list)

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<p><i>WR-06-2.3.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in meaningful order.</i></li> <li>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i></li> <li>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>	<p><i>WR-07-2.3.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in meaningful order.</i></li> <li>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i></li> <li>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>	<p><i>WR-08-2.3.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will engage the interest of the reader.</i></li> <li>• <i>Students will communicate ideas and details in meaningful order.</i></li> <li>• <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</i></li> <li>• <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</i></li> <li>• <i>Students will apply paragraphing effectively.</i></li> <li>• <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.</i></li> <li>• <i>Students will create conclusions effectively.</i></li> </ul>
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<p><i>WR-06-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will establish a context for reading.</li> <li>• Students will apply the accepted format of the genre.</li> <li>• Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li>• Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li>• Students will apply paragraphing effectively.</li> <li>• Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</li> <li>• Students will create conclusions effectively.</li> </ul>	<p><i>WR-07-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will establish a context for reading.</li> <li>• Students will apply the accepted format of the genre.</li> <li>• Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li>• Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li>• Students will apply paragraphing effectively.</li> <li>• Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</li> <li>• Students will create conclusions effectively.</li> </ul>	<p><i>WR-08-2.3.3</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will establish a context for reading.</li> <li>• Students will apply the accepted format of the genre.</li> <li>• Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li>• Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li>• Students will apply paragraphing effectively.</li> <li>• Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</li> <li>• Students will create conclusions effectively.</li> </ul>
<p><b>WR-M-2.4.0</b> <b>Sentence Structure: Students will create effective sentences by</b></p> <ul style="list-style-type: none"> <li>• Applying a variety of structures and lengths</li> <li>• Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate</li> </ul> <p style="text-align: right;"><b>DOK 3</b></p>		
<p><i>WR-06-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will develop sentences of various structures and lengths throughout the piece.</li> <li>• Students will develop complete sentences or apply unconventional structures when appropriate.</li> </ul>	<p><i>WR-07-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will develop sentences of various structures and lengths throughout the piece.</li> <li>• Students will develop complete sentences or apply unconventional structures when appropriate.</li> </ul>	<p><i>WR-08-2.4.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will develop sentences of various structures and lengths throughout the piece.</li> <li>• Students will develop complete sentences or apply unconventional structures when appropriate.</li> </ul>

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<p><i>WR-06-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</i></li> <li>• <i>Students will arrange poetic language in meaningful order.</i></li> <li>• <i>Students will apply poetic line breaks effectively.</i></li> </ul>	<p><i>WR-07-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</i></li> <li>• <i>Students will arrange poetic language in meaningful order.</i></li> <li>• <i>Students will apply poetic line breaks effectively.</i></li> </ul>	<p><i>WR-08-2.4.2</i>  <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop sentences of various structures and lengths throughout the piece.</i></li> <li>• <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</i></li> <li>• <i>Students will arrange language in meaningful order.</i></li> <li>• <i>Students will apply poetic line breaks effectively.</i></li> </ul>
<p><i>WR-06-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete, concise sentences or apply unconventional structures when appropriate.</i></li> </ul>	<p><i>WR-07-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete, concise sentences or apply unconventional structures when appropriate.</i></li> </ul>	<p><i>WR-08-2.4.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will develop complete, concise sentences or apply unconventional structures when appropriate.</i></li> </ul>

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<p><b>Writing Conventions</b> To communicate effectively, students should be able to apply knowledge of language conventions and have control over standard grammar and usage. Students should be able to choose precise language appropriate to the purpose.</p>		
<p><b>WR-M-3.5.0</b> <b>Language: Students will exemplify effective language choices by</b></p> <ul style="list-style-type: none"> <li>• Applying correct grammar and usage</li> <li>• Applying concise use of language</li> <li>• Incorporating strong verbs, precise nouns, concrete details and sensory details</li> <li>• Applying language appropriate to the content, purpose and audience</li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>		
<p><i>WR-06-3.5.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will apply language concisely.</li> <li>• Students will incorporate language appropriate to the content, purpose and audience.</li> </ul>	<p><i>WR-07-3.5.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will apply language concisely.</li> <li>• Students will incorporate language appropriate to the content, purpose and audience.</li> </ul>	<p><i>WR-08-3.5.1</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will apply language concisely.</li> <li>• Students will incorporate language appropriate to the content, purpose and audience.</li> </ul>
<p><i>WR-06-3.5.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>	<p><i>WR-07-3.5.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>	<p><i>WR-08-3.5.2</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> <li>• Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li>• Students will incorporate language based on economy, precision, richness or impact on the reader.</li> <li>• Students will develop ideas through descriptive or figurative language.</li> </ul>

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<p><i>WR-06-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for usage and grammar.</i></li> <li>• <i>Students will apply precise word choice.</i></li> <li>• <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>	<p><i>WR-07-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for usage and grammar.</i></li> <li>• <i>Students will apply precise word choice.</i></li> <li>• <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>	<p><i>WR-08-3.5.3</i>  <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <li>• <i>Students will adhere to standard guidelines for usage and grammar.</i></li> <li>• <i>Students will apply precise word choice.</i></li> <li>• <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.</i></li> </ul>
<p><b>WR-M-3.6.0</b>  <b>Correctness: Students will communicate clearly by</b></p> <ul style="list-style-type: none"> <li>• <b>Applying correct spelling</b></li> <li>• <b>Applying correct punctuation</b></li> <li>• <b>Applying correct capitalization</b></li> <li>• <b>Incorporating acceptable departure from standard correctness to enhance meaning when appropriate</b></li> <li>• <b>Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</b></li> </ul> <p style="text-align: right;"><b>DOK 2</b></p>		

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<b>Writing Process</b>	
To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.	
<i>WR-M-4.7.0</i> <i>Focusing</i>	<ul style="list-style-type: none"> <li>• <i>Connecting to content knowledge</i></li> <li>• <i>Connecting with prior learning and experience</i></li> <li>• <i>Initiating an authentic reason to write</i></li> <li>• <i>Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write</i></li> </ul>
<i>WR-M-4.8.0</i> <i>Prewriting</i>	<ul style="list-style-type: none"> <li>• <i>Selecting/narrowing topic</i></li> <li>• <i>Establishing a purpose and central/controlling idea or focus</i></li> <li>• <i>Identifying and analyzing the audience</i></li> <li>• <i>Determining the most appropriate form to meet the needs of purpose and audience</i></li> <li>• <i>Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, writing-to-learn activities)</i></li> <li>• <i>Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information</i></li> </ul>
<i>WR-M-4.9.0</i> <i>Drafting</i>	<ul style="list-style-type: none"> <li>• <i>Writing draft(s) for an intended audience</i></li> <li>• <i>Developing topic, elaborating ideas, exploring sentence variety and language use</i></li> <li>• <i>Organizing writing</i></li> </ul>
<i>WR-M-4.10.0</i> <i>Revising</i> <i>(Content/Ideas)</i>	<ul style="list-style-type: none"> <li>• <i>Reflecting to determine where to add, delete rearrange, define/redefine, or elaborate content</i></li> <li>• <i>Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content</i></li> <li>• <i>Checking for accuracy of content</i></li> <li>• <i>Considering voice, tone, style, intended audience, coherence, transitions</i></li> <li>• <i>Comparing with rubric criteria and anchor papers/models</i></li> <li>• <i>Considering effectiveness of language usage and sentences to communicate ideas</i></li> </ul>

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<i>Revising Skills</i>	<i>Revising Skills</i>	<b>Revising Skills</b>
<p><i>Idea Development</i>  <i>WR-06-4.10.4</i>  <i>Students will narrow topic for selected writing.</i></p> <p><i>WR-06-4.10.5</i>  <i>Students will identify topic sentence of a paragraph.</i></p> <p><i>WR-06-4.10.6</i>  <i>Students will select appropriate supporting details.</i></p> <p><i>WR-06-4.10.7</i>  <i>Students will identify extraneous/irrelevant materials.</i></p>	<p><i>Idea Development</i>  <i>WR-07-4.10.4</i>  <i>Students will narrow topic for selected writing.</i></p> <p><i>WR-07-4.10.5</i>  <i>Students will identify and compose a topic sentence of a paragraph.</i></p> <p><i>WR-07-4.10.6</i>  <i>Students will select appropriate supporting details.</i></p> <p><i>WR-07-4.10.7</i>  <i>Students will identify extraneous/irrelevant materials.</i></p>	<p>Idea Development  <i>WR-08-4.10.4</i>  <i>Students will narrow topic for selected writing.</i></p> <p><b>WR-08-4.10.5</b>  <b>Students will identify and compose a topic sentence of a paragraph.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.10.6</b>  <b>Students will select appropriate supporting details.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.10.7</b>  <b>Students will identify extraneous/irrelevant materials.</b>  <b>DOK 2</b></p>

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<p><i>Organization</i>  <b>WR-06-4.10.8</b>  <i>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</i></p> <p><b>WR-06-4.10.9</b>  <i>Students will apply the most effective transitions.</i></p> <p><b>WR-06-4.10.10</b>  <i>Students will develop effective introductions and closures for writing.</i></p>	<p><i>Organization</i>  <b>WR-07-4.10.8</b>  <i>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</i></p> <p><b>WR-07-4.10.9</b>  <i>Students will apply the most effective transitions.</i></p> <p><b>WR-07-4.10.10</b>  <i>Students will develop effective introductions and closures for writing.</i></p>	<p><i>Organization</i>  <b>WR-08-4.10.8</b>  <b>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.10.9</b>  <b>Students will apply the most effective transitions.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.10.10</b>  <b>Students will develop effective introductions and closures for writing.</b>  <b>DOK 2</b></p>
<p><i>Word Choice</i>  <b>WR-06-4.10.11</b>  <i>Students will eliminate redundant words and phrases.</i></p> <p><b>WR-06-4.10.12</b>  <i>Students will choose the most specific word for use in a sentence.</i></p>	<p><i>Word Choice</i>  <b>WR-07-4.10.11</b>  <i>Students will eliminate redundant words and phrases.</i></p> <p><b>WR-07-4.10.12-</b>  <i>Students will choose the most specific word for use in a sentence.</i></p>	<p><i>Word Choice</i>  <b>WR-08-4.10.11</b>  <b>Students will eliminate redundant words and phrases.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.10.12</b>  <b>Students will choose the most specific word for use in a sentence.</b>  <b>DOK 2</b></p>
<p><b>WR-M-4.11.0</b>  <i>Editing</i>  <i>(Conventions and Mechanics)</i></p>	<ul style="list-style-type: none"> <li>• <i>Checking for correctness with self, teacher or peer(s)</i> <ul style="list-style-type: none"> <li>▪ <i>Language usage</i></li> <li>▪ <i>Sentence structure</i></li> <li>▪ <i>Spelling</i></li> <li>▪ <i>Capitalization</i></li> <li>▪ <i>Punctuation</i></li> <li>▪ <i>Documentation of sources</i></li> </ul> </li> <li>• <i>Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</i></li> </ul>	

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Editing Skills	Editing Skills	Editing Skills
<p><i>Language Usage</i>  <i>WR-06-4.11.13</i>  <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</i></p> <p><i>WR-06-4.11.14</i>  <i>Students will apply knowledge of present, past and future verb tenses.</i></p> <p><i>WR-06-4.11.15</i>  <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</i></p> <p><i>WR-06-4.11.16</i>  <i>Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/ they're), pronoun references and double negatives.</i></p> <p><i>WR-06-4.11.17</i>  <i>Students will apply knowledge of idiomatic expressions.</i></p>	<p><i>Language Usage</i>  <i>WR-07-4.11.13</i>  <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</i></p> <p><i>WR-07-4.11.14</i>  <i>Students will apply knowledge of present, past and future verb tenses.</i></p> <p><i>WR-07-4.11.15</i>  <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</i></p> <p><i>WR-07-4.11.16</i>  <i>Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/ they're), pronoun references and double negatives.</i></p> <p><i>WR-07-4.11.17</i>  <i>Students will apply knowledge of idiomatic expressions.</i></p>	<p>Language Usage  <b>WR-08-4.11.13</b>  <b>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.14</b>  <b>Students will apply knowledge of present, past and future verb tenses.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.15</b>  <b>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.16</b>  <b>Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/ there/ they're), pronoun references and double negative.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.17</b>  <b>Students will apply knowledge of idiomatic expressions.</b>  <b>DOK 1</b></p>

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<p><i>Sentence Structure</i>  <i>WR-06-4.11.18</i>  <i>Students will correct run-on and awkward sentences.</i></p> <p><i>WR-06-4.11.19</i>  <i>Students will correct sentence fragments.</i></p> <p><i>WR-06-4.11.20</i>  <i>Students will combine short choppy sentences effectively.</i></p> <p><i>WR-06-4.11.21</i>  <i>Students will combine simple sentences by using subordination and coordination.</i></p> <p><i>WR-06-4.11.22</i>  <i>Students will correct sentences with misplaced/and or dangling modifiers.</i></p>	<p><i>Sentence Structure</i>  <i>WR-07-4.11.18</i>  <i>Students will correct run-on and awkward sentences.</i></p> <p><i>WR-07-4.11.19</i>  <i>Students will correct sentence fragments.</i></p> <p><i>WR-07-4.11.20</i>  <i>Students will combine short choppy sentences effectively.</i></p> <p><i>WR-07-4.11.21</i>  <i>Students will combine simple sentences by using subordination and coordination.</i></p> <p><i>WR-07-4.11.22</i>  <i>Students will correct sentences with misplaced/and or dangling modifiers.</i></p>	<p><i>Sentence Structure</i>  <b>WR-08-4.11.18</b>  <b>Students will correct run-on and awkward sentences.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.19</b>  <b>Students will correct sentence fragments.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.20</b>  <b>Students will combine short choppy sentences effectively.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.11.21</b>  <b>Students will combine simple sentences by using subordination and coordination.</b>  <b>DOK 2</b></p> <p><b>WR-08-4.11.22</b>  <b>Students will correct sentences with misplaced/and or dangling modifiers.</b>  <b>DOK 2</b></p>
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<p><i>Spelling</i>  <i>WR-06-4.11.23</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.</i></p> <p><i>WR-06-4.11.24</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</i></p> <p><i>WR-06-4.11.25</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</i></p> <p><i>WR-06-4.11.26</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</i></p>	<p><i>Spelling</i>  <i>WR-07-4.11.23</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.</i></p> <p><i>WR-07-4.11.24</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</i></p> <p><i>WR-07-4.11.25</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</i></p> <p><i>WR-07-4.11.26</i>  <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</i></p>	<p><i>Spelling</i>  <b>WR-08-4.11.23</b>  <b>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.</b>  <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-08-4.11.24</b>  <b>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</b>  <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-08-4.11.25</b>  <b>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</b>  <p style="text-align: right;"><b>DOK 1</b></p> <p><b>WR-08-4.11.26</b>  <b>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</b>  <p style="text-align: right;"><b>DOK 1</b></p> </p></p></p></p>
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(e.g. – suggestions, not a comprehensive list)

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*Italics- Supporting Content Standard* (These indicators form the foundation for instruction of the writing criteria.)

<p><i>Capitalization</i>  <b>WR-06-4.11.27</b>  <i>Students will capitalize proper nouns (e.g., names, days, months).</i></p> <p><b>WR-06-4.11.28</b>  <i>Students will capitalize the beginning of sentences.</i></p> <p><b>WR-06-4.11.29</b>  <i>Students will capitalize the pronoun “I”.</i></p> <p><b>WR-06-4.11.30</b>  <i>Students will capitalize proper adjectives.</i></p> <p><b>WR-06-4.11.31</b>  <i>Students will capitalize first word in a quote when appropriate.</i></p> <p><b>WR-06-4.11.32</b>  <i>Students will capitalize the first word and every succeeding main word in a title.</i></p>	<p><i>Capitalization</i>  <b>WR-07-4.11.27</b>  <i>Students will capitalize proper nouns (e.g., names, days, months).</i></p> <p><b>WR-07-4.11.28</b>  <i>Students will capitalize the beginning of sentences.</i></p> <p><b>WR-07-4.11.29</b>  <i>Students will capitalize the pronoun “I”.</i></p> <p><b>WR-07-4.11.30</b>  <i>Students will capitalize proper adjectives.</i></p> <p><b>WR-07-4.11.31</b>  <i>Students will capitalize first word in a quote when appropriate.</i></p> <p><b>WR-07-4.11.32</b>  <i>Students will capitalize the first word and every succeeding main word in a title.</i></p>	<p><i>Capitalization</i>  <b>WR-08-4.11.27</b>  <b>Students will capitalize proper nouns (e.g., names, days, months).</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.28</b>  <b>Students will capitalize the beginning of sentences.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.29</b>  <b>Students will capitalize the pronoun “I”.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.30</b>  <b>Students will capitalize proper adjectives.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.31</b>  <b>Students will capitalize first word in a quote when appropriate.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.32</b>  <b>Students will capitalize the first word and every succeeding main word in a title.</b>  <b>DOK 1</b></p>
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<p><i>Punctuation</i> WR-06-4.11.33 <i>Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</i></p> <p>WR-06-4.11.34 <i>Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.</i></p> <p>WR-06-4.11.35 <i>Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</i></p> <p>WR-06-4.11.36 <i>Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions.</i></p> <p>WR-06-4.11.37 <i>Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.</i></p> <p>WR-06-4.11.38 <i>Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences.</i></p> <p>WR-06-4.11.39 <i>Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting.</i></p>	<p><i>Punctuation</i> WR-07-4.11.33 <i>Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</i></p> <p>WR-07-4.11.34 <i>Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.</i></p> <p>WR-07-4.11.35 <i>Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</i></p> <p>WR-07-4.11.36 <i>Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions.</i></p> <p>WR-07-4.11.37 <i>Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.</i></p> <p>WR-07-4.11.38 <i>Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences.</i></p> <p>WR-07-4.11.39 <i>Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting.</i></p>	<p>Punctuation <b>WR-08-4.11.33</b> <b>Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</b> <b>DOK 1</b></p> <p><b>WR-08-4.11.34</b> <b>Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.</b> <b>DOK 1</b></p> <p><b>WR-08-4.11.35</b> <b>Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</b> <b>DOK 1</b></p> <p><b>WR-08-4.11.36</b> <b>Students will correctly apply the rules of punctuation for apostrophes in possessives and contractions.</b> <b>DOK 1</b></p> <p><b>WR-08-4.11.37</b> <b>Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.</b> <b>DOK 1</b></p> <p><b>WR-08-4.11.38</b> <b>Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences.</b> <b>DOK 1</b></p>
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<p><i>WR-06-4.11.40</i>  <i>Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</i></p>	<p><i>WR-07-4.11.40</i>  <i>Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</i></p>	<p><b>WR-08-4.11.39</b>  <b>Students will correctly apply the rules of punctuation for colons in introducing a list and the business letter greeting.</b>  <b>DOK 1</b></p> <p><b>WR-08-4.11.40</b>  <b>Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</b>  <b>DOK 1</b></p>
<p><i>Documentation</i>  <i>WR-06-4.11.41</i>  <i>Students will document use of sources.</i></p>	<p><i>Documentation</i>  <i>WR.07-4.11.41</i>  <i>Students will document use of sources.</i></p>	<p><i>Documentation</i>  <i>WR-08-4.11.41</i>  <i>Students will document use of sources.</i></p>
<p><i>WR-M-4.12.0</i>  <i>Publishing</i></p>	<p><i>Sharing final piece with intended audience</i></p>	
<p><i>WR-M-4.13.0</i>  <i>Reflecting</i></p>	<p><i>Reflecting upon</i></p> <ul style="list-style-type: none"> <li>- <i>Progress, growth and goals as a writer</i></li> <li>- <i>Literacy skills</i></li> <li>- <i>Who or what has influenced progress and growth</i></li> <li>- <i>Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)</i></li> </ul>	

(e.g. – suggestions, not a comprehensive list)

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## Writing Content

To communicate effectively, students should be able to write for a variety of authentic purposes and audiences in a variety of forms connecting to prior knowledge and the students' understanding of the content. In their writing, students should be able to create a focused purpose and controlling idea and develop ideas adequately considering the purpose, audience and form.

### High School

#### WR-HS-1.1.0

**Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by**

- **Narrowing the topic to create a specific purpose for writing**
- **Establishing a controlling idea, theme or thesis about the topic**
- **Choosing a perspective authentic to the writer**
- **Analyzing and addressing the needs of the intended audience**
- **Adhering to the characteristics of the form**
- **Applying a suitable tone**
- **Allowing voice to emerge when appropriate**

**DOK 4**

#### WR-HS-1.1.1

*In Reflective Writing,*

- *Students will evaluate personal progress toward meeting goals in literacy skills.*
- *Students will analyze and address needs of the intended audience.*
- *Students will sustain suitable tone or appropriate voice.*

#### WR-HS-1.1.2

*In Personal Expressive Writing,*

- *Students will communicate the significance of the writer's life experience by narrating about life events, relationships or central ideas.*
- *Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).*
- *Students will sustain point of view.*
- *Students will sustain a suitable tone or appropriate voice.*

*In Literary Writing,*

- *Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary).*
- *Students will apply characteristics of the selected form (e.g., short story, play/script, poem).*
- *Students will sustain point of view.*
- *Students will sustain a suitable tone or appropriate voice.*
- *Students will apply a fictional perspective in literary writing when appropriate.*

(e.g. – suggestions, not a comprehensive list)

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*WR-HS-1.1.3**In Transactive Writing,*

- *Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing.*
- *Students will develop an effective angle to achieve a justifiable purpose.*
- *Students will justify what the reader should know, do, or believe as a result of reading the piece.*
- *Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect.*
- *Students will sustain a suitable tone.*
- *Students will allow voice to emerge when appropriate.*

**WR-HS-1.2.0****Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by**

- **Developing logical, justified and suitable explanations**
- **Providing relevant elaboration**
- **Explaining related connections or reflections**
- **Applying idea development strategies appropriate to the form**

**DOK 4***WR-HS-1.2.1**In Reflective Writing,*

- *Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.*
- *Students will describe own literacy skills, strategies, processes or areas of growth.*
- *Students will analyze own decisions about literacy goals.*
- *Students will evaluate own strengths and areas for growth.*
- *Students will support claims about self.*

*WR-HS-1.2.2**In Personal Expressive/Literary Writing,*

- *Students will communicate theme/main idea through use of literary elements appropriate to the genre:*
  - *Students will develop characters (fictional /non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate.*
  - *Students will develop plot/story line appropriate to the form.*
- *Students will develop an appropriate setting, mood, scene, image or feeling.*
- *Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.*
- *Students will incorporate reflection, insight and analysis when appropriate.*

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*WR-HS-1.2.3**In Transactive Writing,*

- *Students will communicate relevant information to clarify and justify a specific purpose.*
- *Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).*
- *Students will develop explanations to support the writer's purpose.*
- *Students will synthesize research to support ideas when appropriate.*
- *Students will incorporate persuasive techniques (e.g., expert opinion, repetition, rhetorical question, logical/emotional/ethical appeal, allusion) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate.*

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### Writing Structure

To communicate effectively, students should be able to apply knowledge of language and genre structures to organize sentences, paragraphs and whole pieces logically and coherently.

#### WR-HS-2.3.0

**Organization: Students will create unity and coherence to accomplish the focused purpose by**

- **Engaging the audience**
- **Establishing a context for reading when appropriate**
- **Communicating ideas and support in a meaningful order**
- **Applying transitions and transitional elements to guide the reader through the piece**
- **Developing effective closure**

**DOK 3**

#### WR-HS-2.3.1

*In Reflective Writing,*

- *Students will engage the interest of the reader.*
- *Students will establish a context for the reader.*
- *Students will communicate ideas and details in a logical, meaningful order.*
- *Students will apply the acceptable format of the genre.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply effective paragraphing.*
- *Students will create effective conclusions.*

#### WR-HS-2.3.2

*In Personal Expressive/Literary Writing,*

- *Students will engage the interest of the reader.*
- *Students will communicate ideas and details in meaningful order.*
- *Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.*
- *Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply effective paragraphing.*
- *Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks and shape.*
- *Students will create effective conclusions.*

(e.g. – suggestions, not a comprehensive list)

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**WR-HS-2.3.3***In Transactive Writing,*

- *Students will establish a context for reading.*
- *Students will apply the accepted format of the genre.*
- *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.*
- *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader.*
- *Students will apply effective paragraphing.*
- *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.*
- *Students will create effective conclusions.*

**WR-HS-2.4.0****Sentence Structure: Students will create effective sentences by**

- **Applying a variety of structures and lengths**
- **Maintaining parallel structure**
- **Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate**

**DOK 3****WR-HS-2.4.1***In Reflective Writing,*

- *Students will develop sentences of various structures and lengths for effect.*
- *Students will maintain parallel structure.*
- *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.*

**WR-HS-2.4.2***In Personal Expressive/Literary Writing,*

- *Students will develop sentences of various structures and lengths for effect.*
- *Students will maintain parallel structure.*
- *Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.*
- *Students will arrange poetic language in a meaningful order.*
- *Students will apply poetic line breaks effectively.*

**WR-HS-2.4.3***In Transactive Writing,*

- *Students will develop complete, concise sentences or apply unconventional structures for an intentional effect when appropriate.*
- *Students will maintain parallel structure.*

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## Writing Conventions

To communicate effectively, students should be able to apply knowledge of language conventions and have control over standard grammar and usage. Students should be able to choose precise language appropriate to the purpose.

### WR-HS-3.5.0

**Language: Students will exemplify effective language choices by**

- Applying correct grammar and usage
- Applying concise use of language
- Incorporating strong verbs, precise nouns, concrete details and sensory details
- Applying language appropriate to the content, purpose and audience

**DOK 2**

### WR-HS-3.5.1

*In Reflective Writing,*

- Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect.
- Students will apply language concisely.
- Students will incorporate language appropriate to the content, purpose and audience.

### WR-HS-3.5.2

*In Personal Expressive/Literary Writing,*

- Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect.
- Students will incorporate language based on economy, precision, richness or impact on the reader.
- Students will develop ideas through descriptive or figurative language.

### WR-HS-3.5.3

*In Transactive Writing,*

- Students will adhere to standard guidelines for grammar and usage.
- Students will apply precise word choice.
- Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.

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**WR-HS-3.6.0****Correctness: Students will communicate clearly by**

- Applying correct spelling
- Applying correct punctuation
- Applying correct capitalization
- Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
- Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page)

**DOK 2**

(e.g. – suggestions, not a comprehensive list)

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<b>Writing Process</b>	
To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.	
<i>WR-E-4.7.0</i> <i>Focusing</i>	<ul style="list-style-type: none"> <li>• <i>Connecting to content knowledge</i></li> <li>• <i>Connecting with prior learning and experience</i></li> <li>• <i>Initiating an authentic reason to write</i></li> <li>• <i>Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write</i></li> </ul>
<i>WR-HS-4.8.0</i> <i>Prewriting</i>	<ul style="list-style-type: none"> <li>• <i>Establishing a purpose and central/controlling idea or focus</i></li> <li>• <i>Identifying and analyzing the audience</i></li> <li>• <i>Determining the most appropriate form to meet the needs of purpose and audience</i></li> <li>• <i>Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)</i></li> <li>• <i>Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information</i></li> </ul>
<i>WR-HS-4.9.0</i> <i>Drafting</i>	<ul style="list-style-type: none"> <li>• <i>Writing draft(s) for an intended audience</i></li> <li>• <i>Developing topic, elaborating, exploring sentence variety and language use</i></li> <li>• <i>Organizing writing</i></li> </ul>
<i>WR-HS-4.10.0</i> <i>Revising</i> <i>(Content/Ideas)</i>	<ul style="list-style-type: none"> <li>• <i>Reflecting to determine where to add, delete, rearrange, define/redefine or elaborate content</i></li> <li>• <i>Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content</i></li> <li>• <i>Checking for accuracy of content</i></li> <li>• <i>Considering voice, tone, style, intended audience, coherence, transitions, pacing</i></li> <li>• <i>Comparing with rubric criteria and anchor papers/models</i></li> <li>• <i>Considering effectiveness of language usage and sentences to communicate ideas</i></li> </ul>

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<p><i>Revising Skills</i> WR-HS-4.10.0</p>	<p><i>Idea Development</i></p> <ul style="list-style-type: none"> <li>• <i>Students will narrow topic for selected writing.</i></li> <li>• <i>Students will compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness.</i></li> <li>• <i>Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts).</i></li> <li>• <i>Students will delete extraneous/irrelevant materials.</i></li> </ul> <p><i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</i></li> <li>• <i>Students will compose effective and subtle transitions.</i></li> <li>• <i>Students will develop effective introductions and closures for writing.</i></li> <li>• <i>Students will apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development).</i></li> </ul> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> <li>• <i>Students will eliminate redundant words and phrases.</i></li> <li>• <i>Students will apply the most specific word for use in a sentence.</i></li> </ul>
<p>WR-HS-4.11.0 <i>Editing</i> (Conventions and Mechanics)</p>	<ul style="list-style-type: none"> <li>• <i>Checking for correctness with self, teacher or peer(s)</i> <ul style="list-style-type: none"> <li>○ <i>Language usage</i></li> <li>○ <i>Sentence structure</i></li> <li>○ <i>Spelling</i></li> <li>○ <i>Capitalization</i></li> <li>○ <i>Punctuation</i></li> <li>○ <i>Documentation of sources</i></li> </ul> </li> <li>• <i>Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)</i></li> </ul>
<p><i>Editing Skills</i> WR-HS-4.11.0</p>	<p><i>Language Usage</i></p> <ul style="list-style-type: none"> <li>• <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</i></li> <li>• <i>Students will apply knowledge of present, past and future tenses.</i></li> <li>• <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</i></li> <li>• <i>Students will apply knowledge of special problems in usage, (e.g., a/an, to/two/ too, their/ there/ they're), pronoun references and double negatives.</i></li> <li>• <i>Students will apply knowledge of idiomatic expressions.</i></li> </ul>

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	<p><i>Sentence Structure</i></p> <ul style="list-style-type: none"> <li>• <i>Students will correct run-on and awkward sentences.</i></li> <li>• <i>Students will correct sentence fragments.</i></li> <li>• <i>Students will combine short, choppy sentences effectively.</i></li> <li>• <i>Students will combine simple sentences by using subordination and coordination.</i></li> <li>• <i>Students will correct sentences with misplaced and/or dangling modifiers.</i></li> </ul>
	<p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>• <i>Students will apply knowledge of spelling patterns, generalizations and rules to commonly used words.</i></li> <li>• <i>Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.</i></li> <li>• <i>Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</i></li> <li>• <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</i></li> </ul>
	<p><i>Capitalization</i></p> <ul style="list-style-type: none"> <li>• <i>Students will capitalize proper nouns (e.g., names, days, months).</i></li> <li>• <i>Students will capitalize the beginning of sentences.</i></li> <li>• <i>Students will capitalize the pronoun "I".</i></li> <li>• <i>Students will capitalize proper adjectives.</i></li> <li>• <i>Students will capitalize first word in a quote when appropriate.</i></li> <li>• <i>Students will capitalize the first word and every succeeding main word in a title.</i></li> </ul>
	<p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• <i>Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</i></li> <li>• <i>Students will use commas in a series, a date, a compound sentence, the greeting and closing of a letter.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for commas in appositives, direct address and introductory phrases and clauses.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for apostrophes in possessives and letters and numbers of omission.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for colons in introducing a list and in a business letter greeting.</i></li> <li>• <i>Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</i></li> </ul>
	<p><i>Documentation</i></p> <ul style="list-style-type: none"> <li>• <i>Students will document use of sources with a format acceptable to the discipline (e.g., MLA, APA).</i></li> </ul>

(e.g. – suggestions, not a comprehensive list)

**Bold-State Assessment Content Standard** (These criteria are assessed in the portfolio and on-demand or multiple choice.)

*Italics- Supporting Content Standard* (These indicators form the foundation for instruction of the writing criteria.)



<i>WR-HS-4.12.0</i> <i>Publishing</i>	<ul style="list-style-type: none"><li>• <i>Sharing final piece with intended audience</i></li></ul>
<i>WR-HS-4.13.0</i> <i>Reflecting</i>	<ul style="list-style-type: none"><li>• <i>Reflecting upon</i><ul style="list-style-type: none"><li>○ <i>Progress, growth and goals as a writer</i></li><li>○ <i>Literacy skills</i></li><li>○ <i>Who or what has influenced progress and growth</i></li><li>○ <i>Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing, outlining)</i></li></ul></li></ul>

(e.g. – suggestions, not a comprehensive list)

**Bold-State Assessment Content Standard** (These criteria are assessed in the portfolio and on-demand or multiple choice.)

*Italics- Supporting Content Standard* (These indicators form the foundation for instruction of the writing criteria.)