

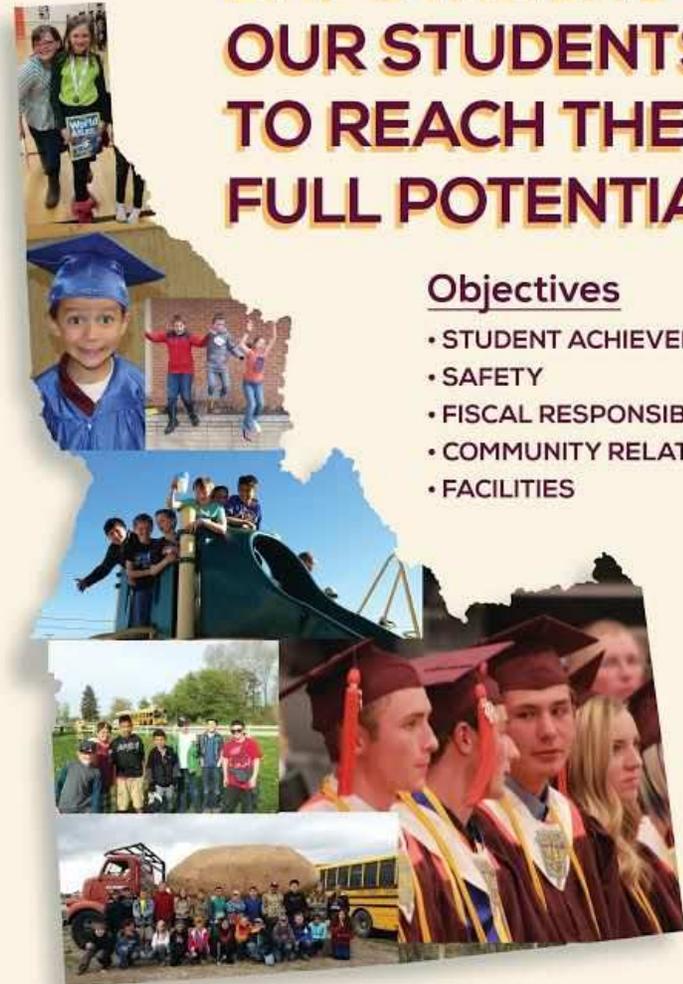
**Teton 401**  
School District  
Vertical Alignment Guide  
Grade Level Outcomes  
&  
Curricular Supports



**EMPOWERING  
OUR STUDENTS  
TO REACH THEIR  
FULL POTENTIAL.**

Objectives

- STUDENT ACHIEVEMENT
- SAFETY
- FISCAL RESPONSIBILITY
- COMMUNITY RELATIONS
- FACILITIES



Teton School District 401 provides a safe and exceptional learning environment where career and college readiness are the academic cornerstones of a relevant and progressive education.



Outcomes/ Grade Level	Kindergarten	First Grade	Second Grade	Third Grade
<b>Reading/Writing/English</b>	<p>Students will be able to write for 15-20 minutes. Students will be able to read at a level J or 1.9 as measured by Guided Reading level J or AR respectively. Students will be able to read for 15 minutes on their own. Students are able to publish a piece by editing and revising with adult support. Students will be able to use capitalization standards in writing.</p>	<p>Students will be able to write for 15-20 minutes  Students will be able to read at a level J or 1.9 as measured by Guided Reading level J or AR respectively. Students will be able to read for 15 minutes on their own.  Students are able to publish a piece by editing and revising with adult support.  Students will be able to use capitalization standards in writing.</p>	<p>Students will be able to add to their first grade knowledge of writing by supplying reasons, using linking words, providing definitions, using details to describe actions, thoughts and feelings, providing a concluding statement  Students will be able to create Opinion, Narrative and Informational writing  Students will be able to revise, edit, and publish writing with the Guidance from Adults  Students will be able to write for a thirty minute duration.  Students will be introduced on how to read from an online source.</p>	<p>Students will be able to use decoding strategies: Chunking, prefixes, suffixes, into multisyllabic words  Students will be able to demonstrate basic understanding of comprehension strategies &amp; academic vocabulary including: plot, setting, characters, predictions, inferences, connections  Students will be able to identify key details, sequence of events  Students will be able to read independently, read with endurance and utilize comprehension skills.  Students be able to independently read a complete level-appropriate novel  Students will be able to navigate the text structure of information text and identify important details and main idea of information text  Students will be able to write fluently for 35 minutes in one sitting with at least 1/2 page writing  Students will have exposure to reading text from an online source</p>
<b>ELA Curricular Supports</b>	<b>Reading: Houghton Mifflin</b>	<b>DES Reading: Houghton Mifflin TES/VES Lucy Calkins Units of Study: Heinemann</b>	<b>Reading: Houghton Mifflin</b>	<b>DES Reading: Houghton Mifflin TES Lucy Calkins Units of Study: Heinemann VES: Power Reading Workshop: Laura Candler</b>
<b>Math</b>	<p>Students will be able to subitize numbers 1-10  Students will be able to count on for example 8 the next number is 9. Start at the the number and then count up.  Students will be able to form numbers 1-10 correctly.  Students will be able to count sequentially 0-100</p>	<p>Students will be able to add and subtract within 20.  Students will begin to understand whole numbers and place values.  Students will be able to group in tens and ones.  Students will begin to measure lengths  Students will be able to compose and decompose 2-D and 3-D figures. They</p>	<p>Students will be able to to add, tell time and money skills - counting by 5's 10's etc. -  Students will increase their understanding of base-ten notation.  Students will build fluency with addition and subtraction  Students will use standard units of measure  Students will be able to describe and analyze shapes.</p>	<p>Students will develop an understanding of multiplication and division, while using strategies to multiply and divide within 100.  Students will develop an understanding of fractions as numbers.  Students will begin to utilize the structure of rectangular arrays and of areas.  Students will be able to describe and</p>

	Students will be able to add and subtract up to 10, with fluency to 5.	will be able to combine shapes to make new shapes and recognize them from various perspectives and orientations and describe their attributes.		analyze two dimensional shapes. Students will be able to solve problems involving the four operations and identify and explain patterns in arithmetic.
<b>Math Curricular Supports</b>	<b>Engaged NY</b>	<b>Engaged NY</b>	<b>Engaged NY</b>	<b>Engaged NY</b>
<b>Science</b>	<p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull</p> <p>Make observations to determine the effect of sunlight on Earth's surface</p> <p>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>Use observations to describe patterns of what plants and animals (including humans) need to survive</p> <p>Use classification supported by evidence to differentiate between living and nonliving items.</p> <p>Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons</p> <p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to</p>	<p>Students will reinforce science concepts through the use of non fiction books. Students will write Informational Texts about scientific concepts. Students will be able to make observations using all their senses when appropriate. Students will begin to learn how to measure.</p> <p>Students will be able to follow multi-step directions. Students will acquire a basic understanding of the life cycle. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. Develop models to</p>	<p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties</p> <p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose</p> <p>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p> <p>Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p> <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow</p> <p>Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p>Make observations of plants and animals to compare the diversity of life in different habitats</p> <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly</p> <p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land</p> <p>Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.</p>	<p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object</p> <p>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion</p> <p>Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other</p> <p>Define a simple design problem that can be solved by applying scientific ideas about magnets</p> <p>Construct an argument that some animals form groups that help members survive</p> <p>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season</p> <p>Obtain and combine information to describe climates in different regions of the world</p> <p>Make a claim about the merit of a design solution that reduces the impacts of a</p>

	<p>meet their needs Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p>describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Use observations of the sun, moon, and stars to describe patterns that can be predicted. Make observations at different times of year to relate the amount of daylight to the time of year.</p>		<p>weather-related hazard</p>
<p><b>Science Curricular Supports</b></p>	<p><b>No Text: Teacher Supplemented</b></p>	<p><b>No Text: Teacher Supplemented</b></p>	<p><b>DES Science: Hardcourt TES/VES STEM projects, a Foss Weather and Air Project, Scholastic News, USDA Common Core Nutrition Unit, Project Based: Arctic Study (LG)</b></p>	<p><b>DES: Science: Hardcourt VES/TES: National Geographic</b></p>
<p><b>Social Studies</b></p>	<p>Students will be able to use a timeline to show personal and family history. Students will have a basic understanding of maps and globes, and their basic features like legends and keys. Students will be able to identify north, south, east and west. Students will be able to identify basic human needs: food, clothing, shelter and how to meet those needs.</p>	<p>Students will be able to use a timeline to show personal and family history. Students will have a basic understanding of maps and globes, and their basic features like legends and keys. Students will be able to identify north, south, east and west. Students will be able to identify basic human needs: food, clothing, shelter and how to meet those needs.</p>	<p>Students will be able to identify various landforms and bodies of water on a map. They will also be able to use cardinal directions.</p> <p>Students will be able to compare how environmental living conditions affect the clothing and lifestyle in various parts of the world.</p> <p>Students will be introduced to various economic principles like income, goods and services, and producers and consumers. Students will be able to explain why rules are necessary at home and school. Students will be able to identify who makes rules and why they are important.</p> <p>Students will be able to recite and articulate the meaning of the Pledge of Allegiance.</p>	<p>Students will be able to investigate the history of their community. Students will be able to identify various points using coordinate on a map like: The United States, the state of Idaho, the capital of Idaho- Boise. Students will expand their knowledge of economics, comparing private vs. public property, natural resources, labor and trade.</p> <p>Students will be able to discuss why communities have laws and are introduced to how people are elected. Students will be able to think globally and how their community is part of a larger world.</p>
<p><b>SS Curricular Supports</b></p>	<p><b>No Text: teacher Supplemented</b></p>	<p><b>No Text: Teacher Supplemented Scholastic News</b></p>	<p><b>DES: We Live Together- The McGraw-Hill Companies, Inc. TES/VES Teacher Supplemented</b></p>	<p><b>DES: Communities-The McGraw-Hill Companies, Inc. TES/VES: none reported</b></p>

Outcomes/Grade Level	Fourth Grade	Fifth Grade
<b>Reading/Writing/English</b>	<p>Students will be able to read fluently with attention to accuracy, and using appropriate expression and rate.</p> <p>Students will be able to read with stamina and use various reading strategies to help comprehension.</p> <p>Students will be able to summarize, draw inferences from the text and use text-based evidence.</p> <p>Students will be able to analyze a text, and use text-based evidence</p> <p>Students will be able to synthesize Story Elements.</p> <p>Students will be able to consistently use complete sentences with capital letters and end punctuation.</p> <p>Students will be able to write independently for 45 minutes producing either 1 pg typed or 2 pages handwritten</p> <p>Students will publish a narrative, informational and opinion writing piece.</p> <p>Students will use a variety of sources of text including Internet based informational text.</p>	<p>Students will be able to produce a 5 paragraph written work in a 50 Minute setting.</p> <p>Quoting Accurately from the text in order to provide evidence.</p> <p>Can find and write the main idea and key details in a text.</p> <p>Can summarize a text.</p> <p>Compare and Contrast Stories and Story Elements- Reading Opinion, Narrative and Informational reading and writing.</p> <p>Compare and contrast text structure in informational and narrative text.</p> <p>Consistent use of capitals, punctuation and commas and understanding of the structure of complete sentences.</p>
<b>ELA Curricular Supports</b>	<b>Houghton Mifflin Reading Units of Study for Writer’s Workshop: Heinemann</b>	<b>Houghton Mifflin Reading Units of Study for Writer’s Workshop</b>
<b>Math</b>	<p>Students will be able to use the standard algorithm to add and subtract multi-digit numbers with regrouping</p> <p>Students will be able to fluently multiply multi-digit whole numbers</p> <p>Students will develop a foundational understanding of dividing whole numbers using pictures or models</p> <p>Students will apply knowledge of place value to work with whole numbers up to 1 million.</p> <p>Students will identify and be able to produce equivalent fractions and begin completing operations (+, -, and whole number multiplication) with fractions</p> <p>Students will be able to draw and identify lines and angles and classify shapes using the properties of lines and angles.</p>	<p>Students will be able to reason abstractly and quantitatively.</p> <p>Students will be able to add and subtract fractions with fluency.</p> <p>Students will be able to begin multiplying and dividing fractions.</p> <p>Students will be extending division and multiplication involving multi-digit numbers.</p> <p>integrating decimal fractions into the place value system.</p> <p>Students will begin to understand the concept of volume.</p> <p>Students will be able to classify geometric figures.</p> <p>Students are able to explain their reasoning in complete sentences orally or written.</p>
<b>Math Curricular Supports</b>	<b>Engaged NY</b>	<b>Engaged NY</b>
<b>Science</b>	<p>Use evidence to construct an explanation relating the speed of an object to the energy of that object</p> <p>Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>Apply scientific ideas to design, test, and refine a device that converts</p>	<p>Develop a model to describe that matter is made of particles too small to be seen</p> <p>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>Make observations and measurements to identify materials based on their properties</p>

	<p>energy from one form to another.</p> <p>Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move</p> <p>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen</p> <p>Generate and compare multiple solutions that use patterns to transfer information.</p> <p>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.</p> <p>Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <p>Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.</p> <p>Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>
<p><b>Science Curricular Supports</b></p>	<p><b>Science: Hardcourt</b></p>	<p><b>Science: Hardcourt</b></p>
<p><b>Social Studies</b></p>	<p>Students will be able to discuss the various American Indian Tribes in the state of Idaho.</p> <p>Students will be able to describe the physical regions of Idaho.</p> <p>Students will be able to analyze how Westward Expansion impacted Idaho.</p> <p>Students will be able to describe the different groups traveling through and settled in Idaho as a result of Westward Expansion.</p>	<p>Students will analyze the historical events that led to the founding of the United States including: exploration, colonization, revolution, expansion and civil war</p> <p>Students will be able to identify the 3 branches of Government</p> <p>Students will be able to recall all 50 states and identify them correctly.</p> <p>Students will be able to identify the founding documents of the United States.</p> <p>Students will be able to use multiple sources to write a summary.</p>
<p><b>SS Curricular Supports</b></p>	<p><b><i>A Rendezvous With Idaho History: Sterling Ties Publications</i></b></p>	<p><b>A History of US- Joy Hakim</b>  <b>US Studies Weekly- Studies Weekly</b>  <b>Assorted supporting Texts (Around the World in 80 Days, Lincoln a Photobiography, etc...)</b></p>

Outcomes/ Grade Level	Sixth Grade	Seventh Grade	Eighth Grade
<b>Reading/Writing/English</b>	<p>Students will be able to write a five paragraph essay with topic sentence and relevant explanation.</p> <p>Students will be able to write to a specific audience and purpose.</p> <p>Students will be able to find and use evidence to support a claim.</p> <p>Students will be able to utilize graphic organizers and other tools to organize ideas and create persistence in the writing process.</p> <p>Students will be able to consistently use correct capitalization, punctuation and word use.</p> <p>Students will be able to read and comprehend at grade level.</p> <p>Students will be able to master definitions of Literary Elements and identify them and their use in text</p> <p>Students will be able to restate question in response and cite evidence both implicitly and explicitly in MLA format</p> <p>Students will be able to summarize all major events chronologically using transition words</p>	<p>Students will be able work through writing process, using graphic organizers to organize idea</p> <p>Students will continue to use correct capitalization, punctuation and word use while expanding academic vocabulary.</p> <p>Students will be able to independently find evidence to support claim/position/stance.</p> <p>Students will be able use technology to collaborate and discuss on-line</p> <p>Students will be able read and comprehend at grade level</p> <p>Students will be able cite several pieces of evidence in responses</p> <p>Students will be able identify and analyze Literary Elements and their use in text</p> <p>Students will be able use notes to participate in informed discussions of literary analysis</p> <p>Students will be able summarize and analyze the events/major points of a text</p>	<p>Students will be able to demonstrate confidence in class and group discussions, using academic language and complete sentences.</p> <p>Students will be able demonstrate grade level reading ability and comprehension.</p> <p>Students will be able use MLA format accurately and with 100% consistency.</p> <p>Students will be able demonstrate grade level writing ability, including development of ideas, paragraph structure, five paragraph essay structure, employment of standard writing conventions, and use of proper grammar.</p> <p>Students will be able to collaborate and discuss with small and large groups to convey ideas</p> <p>Students will be able to cite several strong pieces of evidence in responses</p> <p>Students will be able to analyze the Literary Elements and their impact on a text</p> <p>Students will be able to seamlessly cite textual evidence without the use of instructional supports.</p>
<b>ELA Curricular Supports</b>	<p><b>Elements of Literature- Holt</b> <b>The Lightning Thief and Bud, Not Buddy: Engaged NY</b></p>	<p><b>Step Up to Writing Voyager Sopris Learning</b> <b>Maupin House</b> <b>Giggles in the Middle</b> <b>Class novel sets</b></p>	<p><b>Elements of Language and</b> <b>Step Up to Writing- HOLT</b></p> <p><b>Elements of Literature; Various Class Novels, Appreciating Poetry (PH), Myths &amp; Legends (PH) Holt, Prentice Hall and various authors.</b></p>
<b>Math</b>	<p>Students will be able to fluently add, subtract, divide and multiply fractions</p> <p>Students will be able to apply and extend previous understandings of numbers to the system of rational numbers</p> <p>Students will be able to compute fluently with multi digit numbers and find common factors and multiples</p> <p>Students will be able to solve real world math problems using area, perimeter, surface area, and volume.</p> <p>Students will be able to reason about and solve one variable equations and inequalities</p> <p>Students will develop understanding of statistical variability</p> <p>Students will be able to summarize and describe distributions</p> <p>Students will understand ratio concepts and use ratio reasoning to solve problems</p> <p>Students will be able to apply and extend previous</p>	<p>Pre-Algebra</p> <p>Students will be able to use the Order of Operations with expressions</p> <p>Students will be able to +-* / integers, whole numbers, decimals, and fractions.</p> <p>Students will be able to substitute values for variables and solve an equations. For examples, ab for a = -2 and b = 3</p> <p>Students will be able to plot ordered pair on coordinate grid and find the ordered pair by looking at a point.</p> <p>Students will be able to memorize and be able to use the formulas for perimeter, area, and volume.</p> <p>Students will be able to identify basic "like terms" and how to simplify expressions</p> <p>Students will have a thorough knowledge of 1-step equations and a basic understanding of 2-step equations/inequalities</p> <p>Students can graph linear equations and interpret slope</p> <p>Students can convert ratios and percents and can set up</p>	<p>8th/Algebra 1</p> <p>Students will be able to use the Order of Operations with expressions and equations</p> <p>Students will be able to define, identify and manipulate numbers, fractions and decimals.</p> <p>Students will have a moderate understanding of variables and what they represent</p> <p>Students will be able to confidently solve and analyze 1 and 2-step equations and inequalities &amp; and have basic understanding of multi-step equations/inequalities</p> <p>Students will be able to identify "like terms" and how to simplify expressions</p> <p>Students can convert ratios and percents and can set up and solve proportions</p> <p>Students will be able to properly take notes and complete homework in an timely &amp; organized manner</p> <p>Students will be introduced to quadratic equations</p> <p>Students will be able to interpret word problems, be able to</p>

	<p>understandings of arithmetic to algebraic expressions Students will be able to represent and analyze quantitative relationships between dependent and independent variables Students will be able to explain and execute problem solving strategies</p>	<p>and solve proportions Students will be able to learn and utilize the functions on a scientific calculator Students will be able to describe how to simplify expressions/solve equations and why Students will be able to interpret word problems, be able to construct equations, and analyze their results</p>	<p>construct equations, and analyze their results Students will be able to describe how to simplify expressions/solve equations and why Students will be able to utilize the functions on a scientific calculator</p>
<b>Math Curricular Supports</b>	<b>CMP3 text, sometimes PrenticeHall Course 1,</b>	<b>Connected Mathematics (CMP3) Pearson</b>	<b>Pre-Algebra Algebra 1 Pearson</b>
<b>Science</b>	<p>DRAFTED PS1-MS Matter and Its Interactions (Physical Science, 1st Unit, Middle School) Develop models to describe the atomic composition of simple molecules and extended structures. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object Develop a model to describe that when the arrangement of objects interacting at a distance</p>	<p>DRAFTED LS1-MS Molecules to Organisms: Structure and Processes (Life Science, Unit 1, Middle School) Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.  LS2-MS Ecosystems: Interactions, Energy, and Dynamics (Life Science, Unit 2, Middle School) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem Develop a model to describe the flow of energy through the trophic levels of an ecosystem. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	<p>DRAFTED ESS1-MS Earth's Place in the Universe (Earth and Space Science, Unit 1, Middle School) Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. Analyze and interpret data to determine scale properties of objects in the solar system Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.  ESS2-MS Earth's Systems (Earth and Space Science, Unit 2, Middle School) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  ESS3-MS Earth and Human Activity (Earth and Space Science, Unit 3, Middle School) Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p>

	<p>changes, different amounts of potential energy are stored in the system.</p> <p>Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer</p> <p>Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object . Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials</p> <p>Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.</p>	<p>LS3-MS Heredity: Inheritance and Variation of Traits (Life Science, Unit 3, Middle School)</p> <p>Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism</p> <p>Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.</p> <p>LS4-MS Biological Adaptation: Unity and Diversity (Life Science, Unit 4, Middle School)</p> <p>Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p> <p>Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.</p> <p>Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.</p> <p>Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</p> <p>Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p> <p>Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.</p>	<p>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>
<p><b>Science Curricular Supports</b></p>	<p><b>None Reported</b></p>	<p><b>None Reported</b></p>	<p><b>None Reported</b></p>
<p><b>Social Studies</b></p>	<p>Students will be able to identify continents, countries, major landforms, climate zones in the Western Hemisphere</p> <p>Students will be able to communicate the various components of culture (religion, language, etc.) and their influence on societies in the Western Hemisphere</p> <p>Students will be able to define and describe the political and economic systems-basic types.</p> <p>Students will be able to provide examples of European</p>	<p>Students will be able to utilize Latitude and Longitude to find locations on a map</p> <p>Students will be able to compare and contrast major religions in the Eastern Hemisphere.</p> <p>Students will be able to identify and locate the major continents, bodies of water and landforms of the Eastern Hemisphere</p> <p>Students will be able to analyze the political/economic systems found in the Eastern Hemisphere</p>	<p>Students will be able to explain, in detail, how the geography of our country influenced the economic development of regions.</p> <p>Students will be able trace and map the beginnings of the thirteen colonies to the problems that inspired them to leave England.</p> <p>Students will be able to use the various acts to articulate the development of democracy.</p> <p>Students will be able to trace the history of relations</p>

	<p>influence on Mesoamerican culture.  Students will have a basic understanding of how to cite sources using MLA Format.  Students will have an understanding of finding and using credible information.  Writing Goal: Students will be able to read and use infographics to support their answer to a question.</p>	<p>Students will be able to describe the major historical events in the different areas of the Eastern Hemisphere  Students will have a basic understanding of how to cite sources using MLA Format.  Students will have an understanding of finding and using credible information.  Students will be able to read and use infographics to support their answer to a question.</p>	<p>between settlers and Native American from the Pilgrims to the Trail of Tears along with being able to discuss how the problems between settlers and Native Americans reached a crisis point.  Students will be able to demonstrate a basic knowledge of the geography of the U.S.  Students will be able articulate an understanding of why Europeans wanted to emigrate to the U.S.  Students will be able to identify where democratic ideas came from and the Magna Carta.  Students will be able to develop and interpret maps, globes, charts, databases, and models.</p>
<p><b>SS</b>  <b>Curricular</b>  <b>Supports</b></p>	<p><b>The McGraw-Hill Companies, Inc</b>  <b>Discovering Our Past: Western Hemisphere</b></p>	<p><b>Discovering Our Past: A History of the World The McGraw-Hill Companies, Inc</b></p>	<p><b>Discovering Our Past: A History of the United States The McGraw-Hill Companies, Inc</b></p>

Outcomes/Grade Level	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<b>Reading/Writing/English</b>	<p>Students will be able to correctly format papers according to MLA requirements</p> <p>Students will be able to write arguments supported by effective text citations and explain the significance of these citations.</p> <p>Students will be able to write entirely in complete sentences and follow grammar rules.</p> <p>Students will be able to read grade-level materials</p> <p>Students will be able to take complete lecture notes</p> <p>Students will be able to create paragraphs of multiple lengths.</p> <p>Students will model academic writing in a basic five paragraph essay.</p> <p>Students will demonstrate an understanding of the deeper meaning of fiction and nonfiction text.</p> <p>Students will conduct focused and scholarly research and will create annotated Works Cited pages that strictly adhere to MLA guidelines.</p> <p>Students will be able to use shared Google Docs and other Google applications.</p> <p>Students will employ word processing and keyboarding skills.</p>	<p>Students will be able to identify and explain a symbolic element in a work of literature</p> <p>Students will be able to argue a position using multiple research sources combined with the learner's own reasoning</p> <p>Students will be able to appreciate literature in its historical context</p> <p>Students will be able to analyze and discuss literature using all of the standard literary terms comfortably and accurately and appropriately</p> <p>Students will be able to identify and discuss the universal nature of themes/ideas found in literature</p> <p>Students will continue to build on their technology usage from previous years, including shared Google Docs, other Google applications, and online collaboration.</p> <p>Students will employ word processing and keyboarding skills.</p> <p>Students will use technology to interface with teachers regarding assignments, due dates, and schedules.</p> <p>Students will conduct scholarly research and incorporate their research into a formal argumentative paper of 3-4 pages in length.</p>	<p>Students will be able to form complex thesis statements.</p> <p>Students will be able to accurately use words from their formal vocabulary study.</p> <p>Students will be able to explain the role valid research plays in research-based writing.</p> <p>Students will be able to accurately peer edit, moving beyond basic writing fundamentals to more stylistic concerns.</p> <p>Students will be able to identify and incorporate textual evidence and explain its purpose.</p> <p>Students will continue to build on their technology usage from previous years, including shared Google Docs, other Google applications, and online collaboration.</p> <p>Students will employ word processing and keyboarding skills.</p> <p>Students will use technology to interface with teachers regarding assignments, due dates, and schedules.</p> <p>Students will conduct scholarly research and will incorporate their research into a formal argumentative paper of 4-5 pages in length.</p>	<p>Student will be able to recognize and explain the history of the English language and how it relates to literature.</p> <p>Student will be able to recognize and explain poetic structure in Classic British literature by genre: poetry, fiction, nonfiction, plays, and short stories.</p> <p>Student will be able to annotate/explicate nonfiction and fiction writing.</p> <p>Student will be able to critically analyze a piece of writing and express that analysis in writing.</p> <p>Student will be able to read and comprehend expository and other nonfiction texts.</p> <p>Student will be able to read and comprehend the validity of deductive arguments.</p> <p>Student will be able to analyze how point of view informs a text.</p> <p>Student will be able to accurately express ideas in a logical, linear manner.</p> <p>Students will continue to build on their technology usage from previous years, including shared Google Docs, other Google applications, and online collaboration.</p> <p>Students will employ word processing and keyboarding skills.</p> <p>Students will use technology to interface with teachers regarding assignments, due dates, and schedules.</p> <p>Students will conduct original scholarly research and will incorporate their research into an argumentative paper of 6-8 pages in length.</p>
<b>ELA Curricular Supports</b>	<b>Elements of Literature HOLT</b>	<b>Advancing Word Power</b>	<b>The Riverside Reader The Norton Introduction to Literature - Portable</b>	<b>Principles of Speech including The Speaker and Course Supplement Fountainhead Press and Department of Communication, Media, and Persuasion at Idaho State University Speech for Effective Communication Harcourt Brace Jovanovich</b>
<b>Math</b>	<p>Geometry</p> <p>Students will be able to demonstrate a familiarity with angles and their properties</p> <p>Students will have a moderate understanding of linear equations and how to represent them graphically</p> <p>Students will be able to analyze congruent</p>	<p>Algebra 2</p> <p>Students will be able to easily convert between numbers, fractions and decimals.</p> <p>Students will have a masterful understanding of variables and what they represent</p>	<p>Pre-Calculus:</p> <p>Students will demonstrate a working knowledge of the following processes and concepts:</p> <p>Linear equations (solve all types, simple to complex, model data and</p>	<p>Calculus:</p> <p>Objective 1. Students will use the limit concept for scalar functions of one variable.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Use limit theorems to determine limits.</li> <li>2. Use limits to determine the continuity of a function.</li> </ol>

	<p>and similar figures</p> <p>Identify pre-image, image, and isometry in rigid transformations</p> <p>Identify relationships between points, lines, and planes</p> <p>Produce compass and straightedge constructions</p> <p>Use inductive reasoning to find a pattern</p> <p>Identify similarity in polygons and use the properties thereof</p> <p>Right triangles using pythagorean theorem and trig functions</p> <p>Identify and use properties of circles</p> <p>Discover and implement properties of congruent triangles</p> <p>Students will be able to demonstrate the ability to solve mathematical and real-world problems using measurement and geometric models</p> <p>Students can describe in writing the steps needed to construct an angle bisector or perpendicular bisector</p> <p>Students will collaborate through discussion boards on Google Classroom</p> <p>Students will be able to utilize the functions on a scientific calculator</p>	<p>Students will be able to confidently solve 2 and mult-step equations/inequalities</p> <p>Students can construct and solve systems of equations using matrices, substitution, and elimination</p> <p>Students will successfully solve quadratic equations using 5 different methods</p> <p>Students will apply their knowledge of quadratic equations to solve polynomial equations</p> <p>Students will manipulate and solve rational equations</p> <p>Students will be able to properly take notes and complete homework in an timely &amp; organized manner</p> <p>Students will be able to interpret word problems, be able to construct equations, and analyze their results</p> <p>Students will be able to describe how to simplify expressions/solve equations and why</p> <p>Students will be able to learn and utilize the functions on a graphing calculator</p>	<p>solve application problems)</p> <p>Formulas (solve problems using formulas, isolate a specified variable)</p> <p>Quadratic equations (solve by factoring, by taking square roots, by completing the square, using the quadratic formula, solve application problems)</p> <p>Solve other types of equations (polynomial, radical, absolute value, equations that are quadratic in form, equations with rational exponents)</p> <p>Inequalities with one variable (graph and solve linear, compound, absolute value, quadratic and rational inequalities)</p> <p>Lines (find slope, graph, write equation, model data, use idea of parallel and perpendicular)</p> <p>Circles (equation, center, radius, graph, convert equation to standard form)</p> <p>Functions (definition, domain, range, use vertical line test, evaluate, intervals for increasing and decreasing, odd, even, symmetry, model data)</p> <p>Graph and analyze common functions (quadratic, cubic, square root, absolute value, step, greatest integer)</p> <p>Transformations and combinations of functions (vertical shifts, horizontal shifts, reflections, vertical stretching and shrinking, add, subtract, multiply, divide, composition, inverse)</p> <p>Quadratic functions (graph, standard form, vertex, intercepts, model data, solve application problems)</p> <p>Polynomial functions (end behavior, leading coefficient test, graph, Remainder Theorem, Factor Theorem, find all zeros)</p> <p>Rational functions (vertical asymptotes, horizontal asymptotes, slant asymptotes, intercepts, graph,</p>	<p>Objective 2. Students will use the derivative of a function of one variable.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Calculate derivatives of functions.</li> <li>2. Interpret derivatives geometrically and numerically.</li> </ol> <p>Objective 3. Students will use the integral of a function of one variable.</p> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Calculate integrals of functions.</li> <li>2. Interpret integrals geometrically and numerically.</li> </ol> <p>Assessment Methods.</p> <p>Final exam problems will address the outcomes. The instructor will provide a copy of the problem, the grading scheme, and the distribution of grades. A representative sample of student solutions will be included to demonstrate acceptable and unacceptable solutions.</p> <p>Statistics and Business Math Did Not Report</p>
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			<p>solve application problems)  Variations (direct, inverse, joint, combined)</p> <p>Exponential functions and equations (evaluate, graph, transform, solve equations, model data and solve application problems)</p> <p>Logarithmic functions and equations (log notation, properties of logs, evaluate, graph, solve log equations, change bases, model data and solve application problems)</p> <p>Systems of equations (linear equations in two variables, linear equations in three variables, nonlinear equations in two variables, application problems)</p> <p>Systems of inequalities (linear, nonlinear, linear programming)</p> <p>Conic sections (analyze and graph ellipses, hyperbolas and parabolas, find vertices, foci, axis of symmetry, directrix, eccentricity and asymptotes as applicable, model data and solve application problems)</p> <p>Binomial theorem (expand binomial raised to a power, find one specified term)</p> <p>Angles (standard position, positive angle, negative angle, degree measure in degrees-minutes-seconds as well as decimal degrees, radian measure, co-terminal angles, reference angles, supplementary, complementary)</p> <p>Trig functions in right triangles (trig function definitions using opposite side, adjacent side and hypotenuse of right triangle; exact trig values of <math>30^\circ</math>-<math>60^\circ</math>-<math>90^\circ</math> and <math>45^\circ</math>-<math>45^\circ</math>-<math>90^\circ</math> triangles; use calculator to evaluate trig function values in degrees and radians; solve right triangles including application problems)</p> <p>Trig functions of any angle (use the</p>	
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			<p>x-y-r definitions to find trig function values, signs of the trig functions within each quadrant, find and use reference angles)</p> <p>Trig functions of real numbers (use the unit circle to find trig function values, properties of the trig functions (domain, range, symmetries, period)</p> <p>Basic trig identities (Reciprocal, Quotient or Ratio, Pythagorean, rearrange basic identities, simplify trig expressions)</p> <p>Graph the trig functions (period, amplitude, graph sin, cos, tan, cot, csc and sec functions without the use of a graphing calculator and using a graphing calculator, transformations of the basic trig graphs (horizontal and vertical shifts, vertical stretch/shrink, change of period, graph using addition of ordinates, given the graph of a trig function write the equation)</p> <p>Inverse trig functions (restrictions on the domain and range, how graph of inverse is related to trig function graph, find exact values using triangles, evaluate composition of a trig function and an inverse trig function, evaluate inverse trig functions using a calculator)</p> <p>Verify trig identities (include techniques of changing all to sin and cos, factoring, multiplying by a conjugate, etc., use graphs to decide if a given equation is an identity, then prove algebraically)</p> <p>Use trig identities (Sum and Difference Identities for sin, cos, tan, Co-function Identities, Double-Angle Identities, Half-Angle Identities, Product to Sum Identities, Sum to Product Identities)</p> <p>Solve trig equations</p> <p>Applications of trig (Linear velocity, angular velocity, arc length, area of</p>	
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			<p>a sector, Law of Sines, Law of Cosines, area of a triangle, trigonometric form of complex numbers (compute absolute value, product, quotient), DeMoivre's Theorem)</p> <p>Parametric equations (eliminate the parameter, graph)</p> <p>Polar coordinates and equations (convert to and from rectangular form, graph)</p>	
<b>Math Curricular Supports</b>	<b>Geometry Prentice Hall (pearson)</b>	<b>Algebra 2 Prentice Hall (pearson)</b>	<b>PreCalculus with Limits Houghton Mifflin Author: Larson</b>	<b>Calculus AP Cenage Author: Larson</b>
<b>Science</b>	<p>Students will be able to demonstrate how to use the scientific process in problem solving.</p> <p>Students will be able to make proper measurement, identify correct formula to use and solve problems.</p> <p>Students will be able to identify the variables and controls in scientific experiments</p> <p>Students will demonstrate a basic understanding of Chemistry and Physics</p> <p>Students will be able to solve dimensional analysis problems</p> <p>Students will be able to reflect on the experiments and provide details on revisions they could make.</p> <p>Students will be able to express scientific thoughts and results in writing.</p> <p>Students will be able to complete homework outside of class</p> <p>STEM/Technology Goal needed: Students will use google and chromebooks to create and write their own labs and properly display data.</p>	<p>Biology:</p> <p>Students will be able to successfully apply the scientific method to problems</p> <p>Students will be able to demonstrate a basic understanding of cell cycle - interphase, mitosis</p> <p>Students will be able to make measurements with the correct number of significant digits and using the rules of significant digits when performing mathematical operations</p> <p>Students will be able to determine what type of data should be collected in order to make a claim/argument/hypothesis</p> <p>Students will be able to know base measurements in both the english and metric system. Convert between metric and english measurement systems. Have fundamental units known.</p> <p>Students will be able to discuss a basic knowledge of photosynthesis and cell respiration.</p> <p>Students will be able to focus a microscope, make a wet mount, make a stained slide.</p> <p>Students will be able to know the fundamental parts of an atom, where each part of the atom exists and what the charges are and explain what and isotope is and how they are formed.</p> <p>Students will be able to explain how experiment could have been performed better.</p> <p>Students will be able to explain how</p>	<p>AP Biology:</p> <p>Students will be able to use and apply the scientific method to problems and guide investigations within the context of the course</p> <p>Students will be able to determine what type of data should be collected in order to make a claim/argument/hypothesis</p> <p>Students will be able to explain basic concepts of cells as the fundamental unit of life</p> <p>Students will be able to make a hypothesis, procedure and use proper data analysis to support or reject hypothesis.</p> <p>Students will be able to demonstrate understanding biological systems utilize free energy and molecular building blocks to grow, to reproduce to maintain dynamic homeostasis</p> <p>Students will be able to use general laboratory equipment to measure and record data. (graduated cylinders, balances, thermometers) Knowing that we do not use beakers and erlenmeyer flasks to measure</p> <p>Students will be able to demonstrate knowledge of how living systems store, retrieve, transmit, and respond to information essential to life</p>	Chemistry

		<p>evolution is fundamental to understanding biology</p> <p>Students will be able to list steps of cell cycle and identify stages of mitosis.</p> <p>Students will be able to explain how science drives technology and how technology drives science</p> <p>Students will be able to list steps of cell cycle and identify stages of mitosis</p> <p>Students will be able to use Lab Quest 2 data collection units to collect data from lab/field and store in appropriate areas for others to access.</p>	<p>processes.</p> <p>Students will be able to create lab report with proper formatting</p> <p>Students will be able to explain the process of cell division, heredity, and molecular biology</p> <p>Students will be able to demonstrate understanding of the basic process and mechanisms of evolution.</p> <p>Students will be able to demonstrate how the process of evolution drives the diversity and unity of life. Student can successfully evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution.</p> <p>Students explain the connection between genetic variations in organisms and phenotypic variations in populations.</p> <p>Students can explain how the inheritance patterns of many traits cannot be accounted for by Mendelian genetics.</p> <p>Students can describe models illustrating how genetic information is translated into polypeptides.</p> <p>Students can predict how a change in DNA or RNA can result in changes in gene expression</p> <p>Students can construct explanations of the mechanisms and structural features of cells that allow organisms to capture, store or use free energy.</p> <p>Students are able to construct models that connect the movement of molecules across membranes with membrane structure and function</p> <p>Students can explain how biological systems interact, and these systems and their interactions possess complex properties.</p> <p>Students can use models to explain how the subcomponents of</p>	
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			a biological polymer determine the properties of that polymer Students construct explanations as to how interactions of subcellular structures provide essential functions.	
<b>Science Curricular Supports</b>		<b>Modern Biology "owl book" copyright 200 Holt Reinhart Winston</b>	<b>Campbell Biology 2011</b>	<b>Merril Chemistry copyright 1998</b>
<b>Social Studies</b>	<p>: ELECTIVE</p> <p>Students will be able to decode news articles that use age-appropriate vocab</p> <p>Students will be able to navigate in Wikipedia</p> <p>Students will be able to research unfamiliar proper nouns</p> <p>Students will be able to examine web and print various news sources, and categorize them based on differences in reliability</p> <p>Students will be able to connect causes, effects &amp; correlation as central to the evolution of social science</p> <p>Students will be able to distinguish supporting evidence from other information in text</p> <p>Students will be able to project or anticipate imminent societal events based on history</p> <p>Students will be able to be an active participant in class discussions and demonstrate listening, consideration and response to the statements of fellow students</p> <p>Students will be able to distinguish between social, cultural &amp; ethnic aspects</p> <p>Students practice rewording summarizations of current issues topics contained in online and print media.</p>	<p>10th: World History</p> <p>Students will be able to use summary skills to extrapolate the the main ideas from documents.</p> <p>Students will be able to present information in front of the class using academic language and complete sentences.</p> <p>Students will be able to read and annotate primary sources</p> <p>Students will be able to analyze a primary source and use textual evidence to support a claim.</p> <p>Students will be able to determine what a reliable source is and knowing where they can find them</p> <p>Students will be able to conduct quality research and be able to articulate in a 3-5 paragraph document.</p> <p>Students will be able to participate in in-class discussions.</p> <p>Students will be able to determine the importance or roles of Governments.</p> <p>Students will be able to relate the arguments made during the Great Compromise to the struggles between Slave and free states by 1860</p> <p>Students will be able to identify several Amendments to the Constitution: 1865 to 1974</p> <p>Students will be able to demonstrate knowledge of and can orally express, the 3/5ths Compromise</p> <p>Students will be able to, with assistance from a longer list of rights and privileges can select out the expansions and limitations placed on citizenship from the Revolution to 1860</p> <p>Students will summarize historical events</p>	<p>11th: US History</p> <p>Students will be able to, with aid from a general list, accurately pick out the social &amp; political arguments that led to the American Civil War</p> <p>Students will be able to state clearly &amp; succinctly, the successes and failures of the Reconstruction Period</p> <p>Students will be able to enumerate examples of how expansion and war led to the evolution of the American of economy and vision</p> <p>Students will be able to describe the significance of American interventions in the World Wars, The Cold War, and Vietnam on the citizens and government.</p> <p>Students will be able to correctly categorize statements as either fact, opinion or thesis</p> <p>Students will be able to state some fundamental economic principles that drove social and political life in 19th &amp; 20th C.</p> <p>Students will be able to annotate a primary source document and use the information to generate an argumentative essay in which they use the evidence to support their claims.</p>	<p>Gov/Econ</p> <p>Student will be able to articulate the historical context leading up to the Revolutionary War.</p> <p>Student will be able to demonstrate understanding of the Declaration of Independence and Constitution.</p> <p>Student will be able to articulate their understanding of the U.S. system of government and the Constitution</p> <p>Student will be able to identify the debates/compromises at the Constitutional Convention</p> <p>Student will be able to trace how U.S. government has changed over time</p> <p>Student will be able to develop an appreciation for the importance of engaging in our political system and means of engagement</p> <p>Student will be able to discuss political ideologies</p> <p>Student will be able to comprehend and analyze primary sources</p> <p>Student will be able to lead academic discussions</p> <p>Student will be able to develop questions relating to synthesis, analysis, and evaluation</p> <p>Student will be able to research and write a cogent and original research paper</p> <p>Student will be able to synthesize their presentation skills</p> <p>Student will be able to develop habit of paying attention to current events</p> <p>Student will be able to utilize comprehensive note taking strategy</p> <p>Student will be able to be familiar with major debates within our system of government, i.e. state power vs. federal power, national security vs. individual rights</p>

		<p>as accessed through a variety of media  Students will be able to write one page  essays recognizing connections  between their historical events essays  (mentioned previously) and  contemporary issues and trends</p>		
<p><b>SS Curricular  Supports</b></p>		<p><b>World History: Connections to Today</b>  Prentice Hall</p>	<p><b>America: Pathways to the  Present, 2003</b>  Prentice Hall</p>	<p><b>Economics Principles in Action</b>  Prentice Hall  <b>Government Alive: Power, Politics, and You</b>  Teachers' Curriculum Institute  <b>Patterson, The American Democracy, 10th  edition</b>  Alternate edition  McGraw Hill  This is the newer version of the preceding  book and so is it's replacement  <b>We the People: The Citizen and the  Constitution</b>  Center for Civic Education</p>